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Young New Horizons

The Youth Challenges of Today, the Opportunities of Tomorrow

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Abstract

Finland is presently affected by personal, social and cultural challenges pertaining to their youth populous. A deductive research approach forms the research strategy, along with the use of desk research and the analysis of qualitative data collected from a small sample of New Horizons game facilitation participants representing varying cultural backgrounds. The philosophical stance of the research is interpretive; the researchers acquired insights and developed themes from the data.

Analysis of the data, supported by archival research, helped to illuminate the behaviours and social interactions of youth in Finland. The research approach succeeded to identify themes surrounding the current challenges of youth in Finland. The six major themes identified were Education, Culture and Empathy, Self-Awareness, Communication, Interest and Participation in Social life and Social Media. These themes were then compared to the theoretical framework in order to propose ways to improve social inclusion, develop inter- and multicultural competences and foster personal growth among youth.

Through uncovering the challenges associated with youth, the research provides a part of The results provide insights into changing socio-cultural trends among youth in Finland. Contributions are made to content development for a new game, Young New Horizons, targeting youth between 14 and 25 years of age, and suggestions are made to the digitalization of the new game to encourage online play. Limitations of the research are presented and recommendations concerning further research and development are suggested to foster a resilient Finnish youth society of the future.

Key Words Finland, Youth, Challenges, Culture
Miscellaneous (Confidential information)

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1. Introduction

The New Horizons youth project

To introduce the full spectrum of this research, we must first begin by understanding from where the *Young* New Horizons was adapted. The original New Horizons game (2016) focused on encouraging people of all ages to get in touch with their own culture and to get to know the cultures of other people. The idea originated from the 2015 mass immigration flow into Finland (and other parts of the world) which lead to some people feeling threaten with the idea of having people coming into their country with different cultures and ideologies to them. Many stereotypes and generalisations were made, and misleading conceptions were spread. That is why The New Horizons focuses in educating people about different cultures in a safe environment, the cards are made from people of different cultures having their experiences and explaining how life works in their culture.

Every country's future is dependent on the current youth, as the children of today will be them men and women of tomorrow. So, it shouldn't come as a surprise that culture awareness is crucial for the youth to grow and understand the world, we live in. In countries like Finland, which predominantly native oriented, the mass immigration of 2015 supposed great changes for the citizens and, specifically schools. Many of the refugees that came to Finland were still young and so they were required to attend school to integrate in the society. That is why The *Young* New Horizons was created, to put focus on the youth in Finland, as educating the youth about openness, tolerance and esteem is a way to create unity and prevent polemics.

The game had to be remodelled in order to tackle the issues the youth of Finland go through that way the game takes on a new meaning to youth in which they can identify their current worries, interests and blessings so they can then compare them

with different peer groups and situations, with the hope that this activity enables students to start asking themselves about their own struggles and the "what ifs?"

According to Ceesay Ulla (2017) a series of interviews were conducted in which the participants were the youth and educators at youth centres. These interviews were made with the purpose of identifying the most relevant issues and topics in today's youth, with the results obtained and with further research, they have been able to draw some conclusions on what things influences the youth in Finland. The author reported about the interests and concerns of the youth in Finland (Jyväskylä) with the intent to enrich the New Horizons Youth project with tangible information to apply in the game. In order to obtain their results, they interviewed the youth and their educators (people responsible in some way for their education). So, it basically focuses on diversity among the youth and the many options and difficulties they have towards integrating into today's society.

The report talks about places youth can socialise and develop their professional skills towards becoming productive to society. Some of these examples are the Finnish 4H-organization, Jyväskylä city youth services and JJK Football Club. It is pretty striking to see the percentage difference between immigrant youths (67%) and native youths (23%), compared to the percentage of immigrant (10%) and natives (90%) in the educator's side, and does that mean that finding non-Finnish educators in Jyväskylä is difficult? Or is it just by chance that the interviewer came across a higher number of native educators? Can a conclusion be based on the number of people interviewed? From the results of the answers given by the youth to the question "what is important in life" we can see that their answers relied heavily on the things they felt more comfortable with and had to deal with on a daily routine, such as friends, phone and family. They all play a crucial role in their wellbeing; it resembles a tripod, where each leg is important to keep balance. The part where the interviewer asks about the concerns the youth have is very interesting, because you can clearly observe how disperse their concerns are, as their age and upbringing dictates their concerns at a given time, from the results I can see that the youth might need more help in understanding their concerns and how to prepare for them, because when the concerns are not clear then concentrating on a goal can prove difficult.

As stated by Cessay Ulla (2017), the answers given by the educators are even more concerning than those of the youth, it is disturbing to see how many times drugs and alcohol problems are mentioned and how some of the educators seem to want to get into more detail concerning what the youth like and yet some of them don't come anywhere close to what the actual youth answered to the same questions, which leads me to question whether the real answers are somewhere in-between the 2 groups. Being an educator is such an important job as they are the ones shaping the world to come and help direct society to a better tomorrow, so it is essential for them to be fully in tune with their pupils.

This report showcases how a growing city like Jyväskylä is changing and becoming more internationalised, how thanks to the youth, the older generation are getting re-educated in matters concerning immigration and technology. The information obtained tells us that currently the carers/educators of the youth are mostly Finns, but there seems to be great diversity of nationalities among the youth participating in different organizations, hopefully in a few years some of those youths are also guiding new youths into integrating the Finnish society guiding them towards a safe and friendly future, thus creating a chain tradition/bond that can benefit all areas of society as the youth is the foundation of the city.

2. Theoretical Bases

2.1 New Horizons History Overview

The New Horizons tool was a reactive product of the large-scale immigration influx that amassed in 2015 in Europe, and specifically focusing on Finland. Partnering with Dr. George Simons in 2015, a group of students and lecturers created a pilot project called JAMK United for Refugees (JUfR) as a localized awareness response to the global immigration crisis. (JufR, n.d.). Over one million refugees and migrants reached Europe via the Mediterranean in 2015. (Alisic, Eva, 2016). Finland was no exception

to the sudden influx of asylum seekers. According to The Finnish Immigration Services, 32,000 asylum claims were received by the country in 2015.

The cause of the sudden flow of migrants has multiple facets including threat to health, social, economic, cultural and legal safety in war-torn countries. These threats cause dire circumstances for refugees, tensions between EU member states and neighbouring countries and social unrest among communities. (Turner, 2015). JUfR was implemented to focus on creating localized awareness in the Finnish community about the current migration situation. The project continued in the spring of 2016 and partnered with diversophy® in order to create a professional training tool for facilitating cultural competences between Finnish and Migrant cultures. (Auvinen, Kortelainen 2016.)

Thus, collaboration between the JAMK United for Refugees project team and Dr. George Simons resulted in the New Horizons card game. The New Horizons card game is a learning tool that enhances intercultural empathy and understanding, celebrates diversity and contributes to building a meaningful dialogue 10 between communities and between individuals living in Finland. (New Horizons 2017a, 6.) The game holds the intended learning outcomes for the course, project and game participants to develop intercultural and linguistic competences through the sharing of cultural knowledge and through interpersonal interaction between the players. (JUfR, n.d.). The original New Horizon's game focused on Finnish cultural traditions along with Iraqi and Syrian cultures, traditions and beliefs. The game then expanded to include all refugee cultural beliefs throughout Finland. Thus, the team included discussions in the game surrounding Afghani, Somalian, as well as other migrant cultures. (Auvinen, Kortelainen 2016, 20-24.)

As a result of this, the original New Horizons focused on connecting players through opening discussions around the topics of culture and origins. The goal of the game was to engage players to empathetically learn about migrant cultures in Finland. The game is intended to serve as a training activity that can stand-alone or be an integral part of a larger training program on diversity, global management, and intercultural communication. (New Horizons 2016, 6.) The game celebrates these migrant cultures

through empathetic discussions and forming common ground through comparative experiences. Thus, the game holds a multifaceted approach to enhance the learning experience for participants through engagement. Students aren't consumers of facts. They are active creators of knowledge. (Lanier, 1997). As in the case of New Horizons, students, or learners of all ages are themselves the creators of knowledge. New migrants are given a safe environment and outlet to share difficult experiences and use them as a positive tool to share knowledge and build relationships.

The following is a thorough assessment of a facilitation of New Horizons and was conducted by three JAMK students from the Degree program of International Business. The task was in relation with the Cross-Cultural Management course and facilitated at Gradia with a group of students from the International Baccalaureate section. The group comprised of 40 students, from different background although predominantly Finnish (80%). As an international group, we wanted to empower the youth to communicate cultural differences from a place of empathy. The research that followed aimed to correlate facilitation feedbacks with the *Young* New Horizons game in order to assess emerging themes from youth and propose solutions to creating a more adverse, stable and positive youth experience in Finland.

2.2   Gamification and Game-based Learning

According to Amari et al, an empirical study on engagement features an immersion in game-based learning with collected data on gamification participants. Data found that engagement in the game had a clear and positive effect on learning. The challenge of the game had a both clear and positive effect on learning directly and by increased engagement. (Amari, 2015). As concluded in the study, both engagement and challenge are key factors in game-based learning to positively increase desired learning outcomes of participants. According to the data collected, factors of challenge and engagement had higher influence on learning than skill in reference to game-based learning. This is both in alignment with the aim of New Horizon's, to engage participants to dissipate monoculture beliefs and actively engage in mindful discussions.

To better understand the intended goals of these learning methods, consider the definition of Gamification. According to Kai Huotari, defining modern Gamification requires emphases on the experiential nature of games and gamification, instead of the systemic traditional understanding. Majority of gamification implementations brings forth the notion of how customer / user is always ultimately the creator of value. (Huotari, 2012).

Next, consider the definition of Game based learning, using the learner as an active participant in a game that has created a goal-oriented mindset that mirrors theories of effective learning (Bloom, 2009). Motivation is a key aspect of effective learning, but motivation needs to be sustained through feedback responses, reflection and active involvement in order for designed learning to take place. Therefore, the key challenge for effective learning with games is for the learner to be engaged, motivated, supported and interested but also importantly for the learning to be undertaken in relation to clear learning outcomes as well as being made relevant to real world contexts of practice. (Garris et al., 2002). Thus, the theories of effective learning presented are dependent upon the learner's motivation, interest, support level and relativity to the real-world context of practice. These theories of effective learning from the American Society of Safety Engineers are presented in a table.

Digital Experiential Learning

Simulation Based	Immersing learners in situations in which they are required to perform a task or share feelings, followed by feedback.
Progression	Rather than traditional lesson-based progress through topics, learners experience all material in each level and levels progress to increasingly challenging.

Cognitive Apprenticeship	Guided discovery – guided discovery of knowledge just beyond individual thence
Social	Conversational writing style, open-ended questions, broadly understood vocabulary etc.
Driving learners to the tools	Providing policies and further resources to reinforce knowledge learned

Table 1. Adapted from The American Society of Safety Engineers, 2009.

"Games" help create working models of human interaction, which enable learners to acquire and apply new knowledge and skills. They are especially useful for sensitive topics as they engage players emotionally in the low-risk environment created by an artificial field of play. (New Horizons, 2016, 6). New Horizons is an experiential way to facilitate serious learning in a form, which adds variety and enjoyment to a classroom, workshop, or conference. (New Horizons, 2016, 6). This variety, as shown in the Digital Exponential Learning table breaks down the underlying facets, which contribute to effective and transferrable learning.

Figure 1.Principles and Mechanisms used in Game-Based learning (Derived from The NFER Research Programme 2016)

Figure 1 shows the principles, which guide users in game-based learning and the mechanisms that are interdependent outcomes. Inherent principles of motivation and interest are subjective to individual experience in game-based learning and cannot be altered. Other predominant factors, which can be controlled, are element of fun, goal-oriented game and a kinaesthetic experience. Mechanisms used in collaboration with principles are objective factors, which can be altered to better suit specific participants. Mechanisms of game-based learning include rules, a clear and challenging goal, progressive difficulty, required interaction, positive feedback and social elements. According to the NFER Research Graduate Programme, studies focused on game-based learning have produced evidence to suggest that game-based learning improves engagement and motivation. Consider as earlier discussed, engagement positively effecting learning outcomes.

New Horizons effectively incorporates a variety of gamification facets, and game-based learning principles and mechanisms. This diversophy® New Horizons training instrument is designed to enhance the cultural competence of your group and its people. It empowers those who play it to live, work and communicate productively across differences. (New Horizons, 2016).

2.3 Diversophy®

Diversophy® was first developed by George Simons from George Simons International in 1972 as a tool for training student assistants in university residences to handle conflicts and to coach younger students in the challenges and crises they faced in multicultural living situations. (Diversophy®, n.d.). Diversophy® incorporates the transferrable skills and tools needed to deal successfully with people of other cultural backgrounds. The game of cultural competence has been successfully received globally as an important teaching tool in schools, partings, cultural gatherings, universities, cultural centres, conferences and many other settings.

The New Horizons game takes players from "ethnocentricity" — being cantered in one's own culture, the way we find ourselves when we first face diversity — to "Diversophy," a state of higher cultural sensitivity and skill. (New Horizons, 2016). New Horizons utilizes gamification methods and game-based learning to accentuate effective transferrable knowledge and skills towards multicultural scenarios of users / participants beyond the game. [There is] Potential for learners to become more empowered with game-based learning. Game-based learning presents new opportunities for re-considering how we learn. Using immersive spaces, learners may produce their own materials, share learning experiences and rehearse skills for the 'real-world'. (Freitas, n.d.). Diversophy® card games are freely available for download and include everything required for facilitating own play session with Diversophy® New Horizons. These required components include a facilitation guide, printing instructions, New Horizons Starter Pack 1 and New Horizons Starter Pack 2. A ready-printed set with the same content can also be ordered directly from the Diversophy®. Price of ordering a box set is 40 Euros + vat 24 % + delivery costs.

The New Horizons game has five different card types, all which have their own style of learning process for participants:

- **DiversiSMARTS**: cards, which propose factual questions, which challenge participants' knowledge and ability to answer specific cultural questions right or wrong.

- **DiversiCHOICE**: cards that propose intercultural situations and engage participants to place themselves in empathetic situations and explain their feelings and justifications.

- **DiversiSHARE**: cards, which ask a participant to share about themselves, their own feelings or experiences related to specific cultural topics. Share cards encourage students to discuss their differences and build relationships, which bridge the gaps of their differences.

- **DiversiRISK**: cards that propose the participant in a situation that calls upon them to act. The situations presented on the cards can be either a positive situation or a negative situation. These cards challenge participants to empathize different situations and encourage discussions in which they can share their unique perspectives

- **DiversiGUIDE**: Propose a statement of knowledge related to a unique culture, which participants can discuss and learn to be able to transfer it to their personal situations outside the game.

The cards are double sided and display one of thought provoking question types on the front, and if applicable they display the answers on the back. The cards are written in both English and Finnish to reach a wider participant audience within Finland. The game is useful for teachers, coaches, multicultural group instructors, language schools and cultural centres. As the game proceeds into its 4th year of application, it undergoes constant changes and updates to become suitable for a wider range of participants. (New Horizons, n.d.). The current version in process is a Youth version of the New Horizon's card game, in which topics covered in the cards will be relevant to youth challenges in Finland. The Youth New Horizons topics come from current JAMK students as well as inputs from youth students who participate in New Horizons and suggest topics relating to their own lives.

2.4   Youth Research in Finland

As stated by Paavo Arhinmäki, Minister of Culture and Sport (2011), "Children and young people must be offered more opportunities to influence their own lives, participate and to be socially included in Finnish society. All children and young people must have equal opportunities to enjoy experiences offered by culture and physical activities." Finland focuses in making sure their youth follow certain values that in due time will help the countries future.

A lot of research has been done on the youth, even so that this year the Finnish Youth Research Network (FYRN) will celebrate in Helsinki their 30th anniversary. For them studying and understanding the youth culture has been an essential element in their organisation. They focused on the general idea of youth groups and other cultures as sources of risks, problems and fear. They turned all those ideologies around as now they are seen as platforms for social relations, sociability, learning and participation so in other words it is seen as a place for wellbeing.

Last year the Youth Research released their Barometer for that year (2017). They stated, "Young Finns have a positive attitude towards learning and Education." In order to reach that conclusion, they examined the youth's values and attitudes towards education and skills. The results were staggering as the 94% young people that took part in the study believed school will allow them to land a better job, they value general knowledge and they enjoy the subjects they are studying.

The researches also show that economic inequality influences the educational path. They mention that economic obstacles may affect the decision a young person makes towards deciding which field or institution they want to study. 17% of the youth respondents claim that they have eliminated educational options because of lack of funds. The economy of youth is noticeable when you observe how they spent their free time. 40% of the youth respondents do not partake in hobbies and a third have been forced to give up on hobbies due to insufficient funds. This also leads to young people with financial problems not being able to socialise much, one in four

respondents have not been able to see their friends due to not having enough money. Compared to 3 years ago these statistics have increased considerably.

17% of the young people that participated in the research have interrupted a degree programme at some point, they claim is due to them realising they chose the wrong field, low school satisfaction and outside school problems. In Finland the youth believe greatly on their journey towards finding their right educational path, that is why they value information about the different study options they can approach.

The Youth Barometer also researched what opinions does the youth have towards learning outside school, like their free time and working life. Many young people believe that they have acquired a lot of skills thanks to their activities outside school. But it is to be known as well that economy still plays a role outside school and the young people who have gone on to study at higher levels of educations, so the skills acquired by those will be influenced by it.

The life satisfaction of youth in Finland has decreased a little specially among the female youth population. The social trust for the youth has also declined and the young unemployment has increased. Not all is bad news, the research shows that the sense of belonging in the Finnish society has increased, as for the youth's wellbeing, thanks to improvements in education, health, relationships and sustainable economic situation, the wellbeing of the youth in Finland is on the rise.

Tommi Hoikkala & Meri Karjalainen released a book titled "Finnish Youth Research Anthology 1999 – 2014" as the title says, this book contains information gathered in 15 years on the youth in Finland, through this book you can clearly observe how trends, concerns and interests changed as we approached this new era. It showcases the important discoveries obtained by the FYRN.

Also, in 2017 the FYRN and the FYRS (Finnish Youth Research Society) released a document titled "Studying the impact of international youth work towards developing an evaluation tool for youth centres". The document recollects the information gained from youth centres in Finland, Estonia and Slovenia. The goal is to scale the

impact international youth work has when conducted by the youth centres. It is a recollection of the experiences comprising the young people, the personnel and decision makers. To gather this data, they used a variety of methods: Storytelling, a pilot survey, interviews and interactive evaluation. All these methods proved successful, so they will continue applying them in the future.

So what kind of impact data was collected? Well the 1st one was youth work, how it impacted on the youth. The next one was Promotion of expertise in youth and the final one is the economic impact of youth centres. The report focuses on answering these 4 questions:

- What is international youth work?
- How does international youth work differ from other work with young people?
- What is impact in international youth work?
- What opportunities exist to make the impact visible?

The following table shows the categories used to measure competence used in the study. The 1st column talks about individual competences, the 2nd column compare the social and socio-psychological dynamics: working in a group, finding a role for oneself and being able to engage with peers. The 3rd column displays the understanding of cultural contexts of society and the ability to understand otherness and diversity.

Personal competences	Social competences	Intercultural competences
Self-organisation	Teamwork	Cultural awareness
Self-direction	Management and organisa-	Understanding diversity

	tional skills	
Personal efficiency	Communication	Openness and tolerance
Learning to learn	Supporting others, also in disagreements	Skills in native and foreign languages
Taking or carrying out responsibilities	Participation and civic competences	Using music, art to express oneself
Entrepreneurship		
Innovation and taking initiative		
Mathematical and digital competences		

Table 2. Categories of youth competences (FYRN, 2017)

These categories could well be a template for future studies as they can focus on youth issues in a more efficient and psychological way.

In the following table we can see how in Finland education is taken very seriously as the youth want to develop themselves academically.

Main activity of the respondents	Finland % of people
Study or attending school	60%
Working	15%

Being unemployed or in labour market training	20%
Doing something else	5%

Table 3. Main activity of Youth (FYRN, 2017)

The fact that 60% of the people that participated in this study are attending school or studying clearly shows the better qualifications equals better job mentality of the majority of the youth, of course there are still a 15% of youth that are working, but Finland will always encourage students to pick up studies when possible. 20% of the people in the study were unemployed or going through training, if it is the latter then it is a sign of pro-activeness, a good initiative to enter the labour market. As for the 5% that are doing something else, we can see that even though a small percentage they are still contributing to society.

We can also learn a lot about the youth in Finland from the "Child and Youth Policy Programme 2012–2015" report released by Publications of the Ministry of Education and Culture in 2012. They conducted an online survey with more than 800 young people aged between 13 and 20. The strongest themes they got out of the surveys were:

- Friendships,
- The wellbeing of loved ones,
- The opportunities to have a say in matters related to young people's own lives,
- Health
- Home & Family

The report indicates that young people want to be more involved in the decisions related to society, take responsibilities and collaborate with decision-makers. Some of the issues the young people seem to discuss and worry about are employment, income and education; they also talk about tolerance and equality.

The report continues by saying that "fewer young people than before feel that cultural tolerance has increased in recent years, and more young people feel that racism has increased among young Finns. Young people strongly believe in education and the opportunities it provides for them to enter the labour market." So educating and uniting people of different cultures is and should be a priority that is the best way to diminish racism.

The youth also believes that there should be better care for young people who did not manage to attain a student place. They also want to focus on student welfare and the voting age should be 16, they were also worried about mental problems among young people and the alcohol and drug culture in Finland. The youth are worried about the state of the health care in schools and believe that nurses have insufficient availability in many schools. Another point they believe needs to be talked is the toleration of diversity and prohibiting all discrimination.

The majority of young people report that they are happy with their life. More than 80 percent of young people feel that they are in good health. However, one-fifth of young people are worse off than before. Poverty accumulates, and problems increase in many ways. The report claims that Finnish families are diverse, by stating that of all families in Finland, approximately 1 per cent are multicultural families, 5 per cent are bicultural families, 1 per cent are families that have lost a child, 2 per cent are families of young widows or widowers, 15 per cent are involuntarily childless families, 1 per cent are foster care families, 2 per cent are rainbow families, 3 per cent are families with two or more children born at the same time, 15 per cent are reconstituted families, and 20 per cent are single-parent families. Research shows that young people find leisure activities especially meaningful when the activities are self-motivated and experimental. Friends are important for the youth, both face-to-face and online.

2.5 Themes and topics relevant to youth in Finland

"Youth is not a time of life; it is a state of mind; it is not a matter of rosy cheeks, red lips and supple knees; it is a matter of the will, quality of the imagination, a vigour of the emotions; it is the freshness of the deep springs of life." (Samuel Ullman)

In the past decade, youth has been the topic of many researches, aiming at understanding youth's needs, interests and future goals. According to a study done by Cee-say Ulla (2017, 3-25) involving Finnish youth's interests and concerns in life, results showed that it was mainly around family, friends, hobbies, social media, appearance (self-image) and health; when compared to their educators' point of view who thoughts of competences, health, future planning and thinking, friends (and peer acceptance), independence, family, hobbies and religion as of what ought to be youth's main concerns.
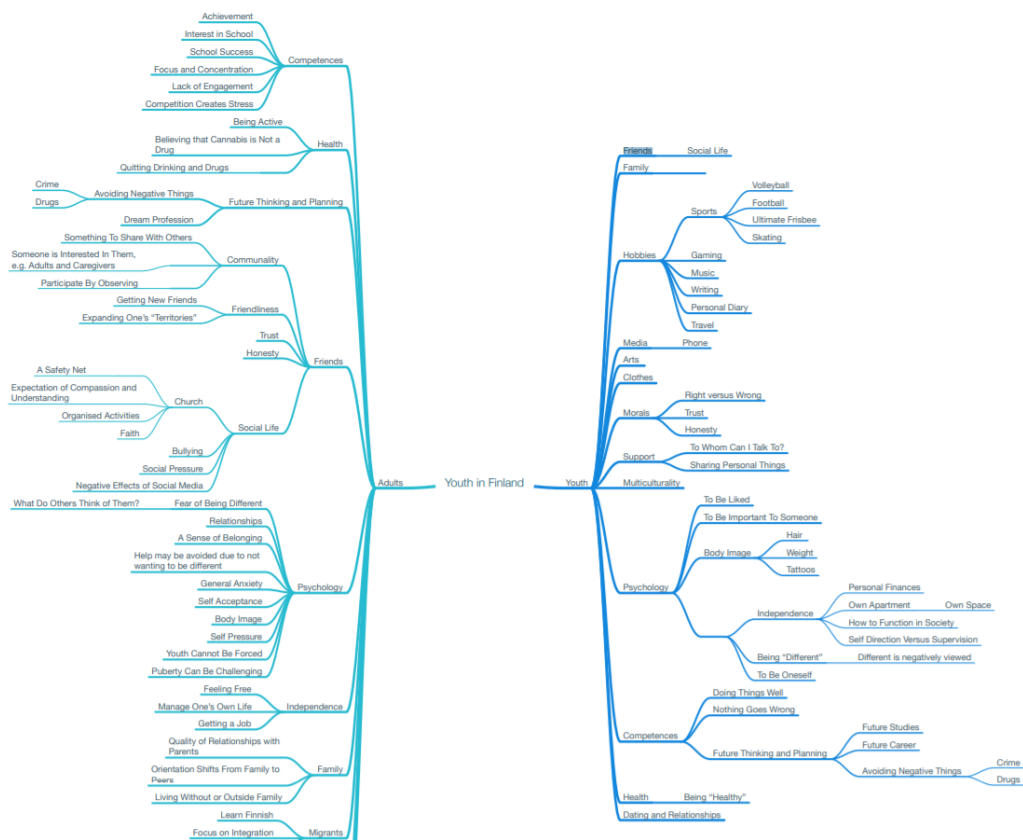

Figure 2. Mind map of Finnish youth's interests and concerns. The left side displays the thoughts gathered from professional sources and the right side displays the ideas

gathered directly from participants in the data collection project sample. (Ceesay, 2017)

Starting off by some salient interests in youth's life in Finland: **body image concerns - eating disorders -internet use**. According to a study made by Rachel F. Rodgers (2016, 121-137), in recent years, especially after the explosion of the internet phe-nomenon, its usage has exponentially increased among youth in particular, leading to the biggest open sourced platform which had sort of a negative impact on youth's self/body image, after-effect leading to eating disorders. The author suggests in her article, many frameworks to try to find the relationship between Internet usage, self-image and eating disorders, while stressing out its probable causes and after-effects. Amongst those frameworks:

- Sociocultural theory: which propounds that social agents such as parents, friends and media transmit strong messages as regards to the importance of appearance and even pressure to tailor to unachievable body ideals. More-over, according to the author, the disparity between the ideal body and one's own body often leads to body dissatisfaction followed by eating behaviours i.e. diet, in order to bring one's body closer to the ideal. Physical appearance comparison, especially with peers is considered to be an important sociocul-tural influence during adolescence and has the same negative effect on youth mental health, in turn leading to the same outcomes as stated above.

- Impression management: Self-discrepancy and true self-theories: which em-phasis on youth's motivation by desire to acquire social acceptance. Thus, they will attempt to portray themselves the way they see fit (most attractive and desirable), to convey their ideal self/body image.

- Social identity theory: in a way similar to the sociocultural theory, stated by Rachel F. Rodgers (2016, 121-137), this theory proposes that one's feeling about personal identity is indirectly drawn from social group membership. Ultimately, resulting in some sort of social appearance stereotyping amongst peers of the same social group.

Furthermore, the author stressed on the importance and role of Internet in propulsion of youth's self-image disorders. Internet is considered to be the biggest platform for images portraying appearance ideals as well as an interactive medium allowing peer feedback, through applications such as Facebook, Twitter and Instagram.
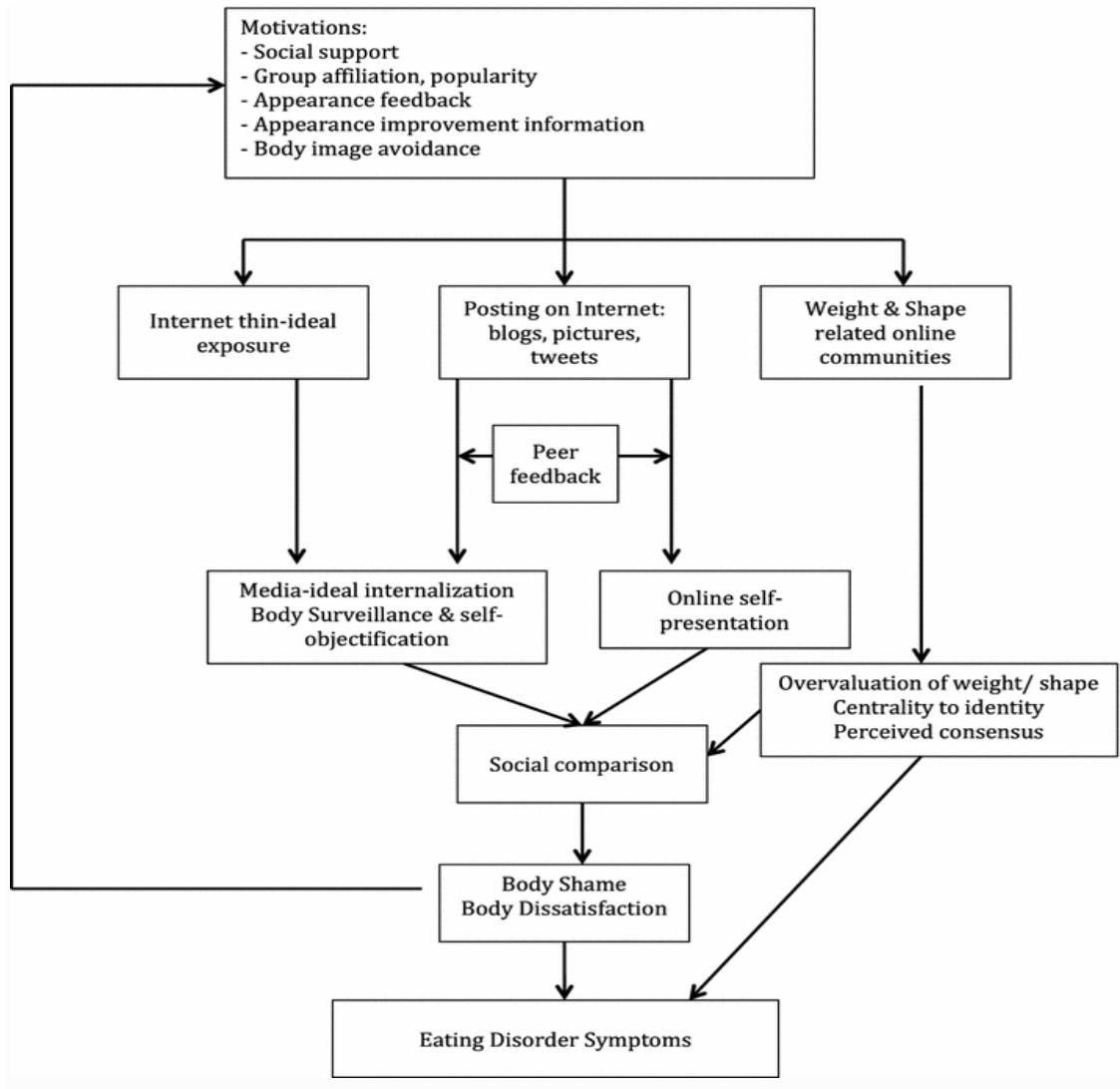
Figure 3. An integrated model of the influence of Internet on body image concerns and eating disorders (Rachel R. 2016)

Continuing, with another youth related yet very important topic: **Violence/Bullying**. According to Merriam-Webster is a behaviour involving the use of physical force so as to injure, abuse, damage, or destroy. School violence is a universal phenomenon regardless of the country, culture, ethnicity or settings. It can come through many forms: harassment, sexual, bullying, punishment, and so on and so forth; hence the

most common form according to UNICEF´s report is bullying (2018). It is a matter that all countries are and should be prompted to resolve.

Shihadi Nizar in his article (2015), explains that there are two approaches to explaining the phenomena of school violence, psychological approaches which explain the potential reasons for violence and the pedagogical approaches which involve some solutions to preventing/stopping such violence through child centred and parent/teacher centred approaches. The author explains that there are many psychological approaches and theories to explain the violent behaviour mainly by **Freud´s psycho-dynamic approach**: which assumes that there are two main congenital instincts that guide behaviour, the "erus" (life instinct) and the "tantus" (death instincts), and that aggression (born under tantus) will urge as soon as the pressure grows. In other words, this approach perceives violence as a behavioural problem derived from one's instincts. Moreover, the second main approach is the **social study** one, which assumes that one's behaviour is a result of the social environment's interaction with him. Meaning that violence is a form of retaliation mechanism against many social factors -that are mainly at the individual (loneliness, frustration, alcohol, personality disorders…), personal relationships (family and friends), community (cultural taboos) and societal levels (which represent the socio-ecological framework)- and its continuation is dependent on the environment reinforcements. Moving on to the pedagogical approach, the author showed two different paths, the **child's centred approach** that involves non-violent workshops and psychotherapy and the **parent-teacher centred approach**, which is about teaching behavioural shaping as an attempt to increase discipline and authority.

As mentioned before, UNICEF placed bullying in schools as the most generic form of violence. According to Olweus, D. (1999, 14) "bullying takes place when a person is exposed, "repeatedly and over a long period of time, to negative actions […], and when someone deliberately causes, or tries to cause, harm or discomfort to another person". Hence the need to build learning environments that are safe, non-violent and effective for everyone. A study done by Låftman, S. Alm, S. et al (2018), regarding the potential results of students whom were victims of school bullying and cyber bullying on their future orientation, showed that there is an independent association

between the latter and a pessimistic oriented future. The authors reported in their research that victimization is associated with more psychosomatic problems, lower self-esteem, poorer health-related quality of life and probable effects on students´ health and after effect the increased likelihood of having a despondent future.

Last but not least, another very important subject matter relevant to Finnish youth: **alcoholism**. According to a study done by Noora, B. Olli, K. et al (2018), Finnish adolescent between 16 to 22 years old are considered to have an increased likelihood of heavy episodic drinking disorders going well into adulthood. As stated by the authors and result of the study, the direct cause of such irregularity is the poor adolescent-parents' relationships and frequent peer contact.

2.6   New Horizons game facilitation

Games have always been considered as of recreational, engaging and fun. While a lot of people view games as being something on which you spend your free time, hence nowadays they are considered to have become crucially useful in other applications are as well, such as: learning, crowd sourcing, training, social change, rehabilitation and marketing, in this case called "serious games". (Taylor, A. 2014, 5)

According to Piekkari, J. and Räsänen, J. (2015, 4-5) study about games facilitation for pedagogic purposes, games have a lot of benefits when it comes to learning purposes, and the following are some of the reasons:

- Games and play are characteristics of human activity
- Games can teach us things out of reality, safely through the act of playing
- Games strengthen group activities and teamwork
- When used for learning purposes, it can easily include contents for specific pedagogic goals.

As stated by Cambridge dictionary (Cambridge.org), **facilitation** is " the act of helping other people to deal with a process or reach an agreement or solution without getting directly involved in the process, discussion, etc."

Moreover, according to the Piekkari, J. et al (2015, 7-9), facilitation can also be referred to as a non-authoritarian activity, in other words less teacher-centred and more group-oriented. Therefore, using questions and activating tasks, the facilitator should help groups to find their own wisdom by inspiring them to analyze the topics from multiple different angles, to ensure better learning outcomes.

Furthermore, according to the authors, the facilitator's task is also to help and ensure the effectiveness of the group work without directly interfering. In order to be an effective facilitator, the following qualities should apply:

- Ability to inspire participants in a friendly and relevant manner
- Negotiating skills
- Consideration of all participants. Note that it is always recommended that the facilitator encourage more quiet people to participate actively.
- Ability to improvise in certain situations to ensure the synergy of the group work, as well as ensuring the learning
- Building bridges: A facilitator should always be actively seeking to increase mutual understanding between the participants
- Functionality: A facilitator should move in the venue (prepare the set-up…) and approaches people.

In order to ensure the best and most effective learning outcomes, it is not recommended that the facilitator participates directly to the facilitation, better said, he should access and give guidance, in other words staying in control without assuming an authoritarian position.

Taylor Anna-Sofia Alklind (2014, 81.) stated that there are many ways to facilitating a learning experience through gaming, some of which are the following:

2.7   Scaffolding and guidance

Scaffolding refers to a variety of instructional techniques to help learners while having greater independence in the learning process. In a pedagogic game it can be realized through an experienced person i.e. facilitator, who will give learners structured tasks, guides and provide positive and corrective feedback. Certain situations that require a scaffolding strategy are:

- Players who have difficulty understanding and interpreting
- Players having difficulties choosing an appropriate solution to a problem
- Participants have difficulties reflecting upon situations
- Learners become mentally fixated on a specific strategy, which makes them unable to generate new knowledge
- Players play the game for the sake of playing instead of focusing on learning objectives.

Back-stories and scenarios

Another way to facilitate a learning game is by back-stories and scenarios, which has a purpose of initiating the game by introducing a goal that needs to be achieved and solved (Bartels, McCown, & Wilkie, 2013, 37). According to the author, this can be done through some sort of narration that urges the participants to reach the game=s pedagogic goals. A widespread problem in this process is to make it as transparent as possible, to avoid any misinterpretations.

Assessment and feedback

According to, feedback is crucial to determine the learners´ performance in order for them to get some sort of insights about their learning progress and the new knowledge acquired.

Disambiguation of feedback

Participants learn through their distinguished action and accommodate their behaviour accordingly.
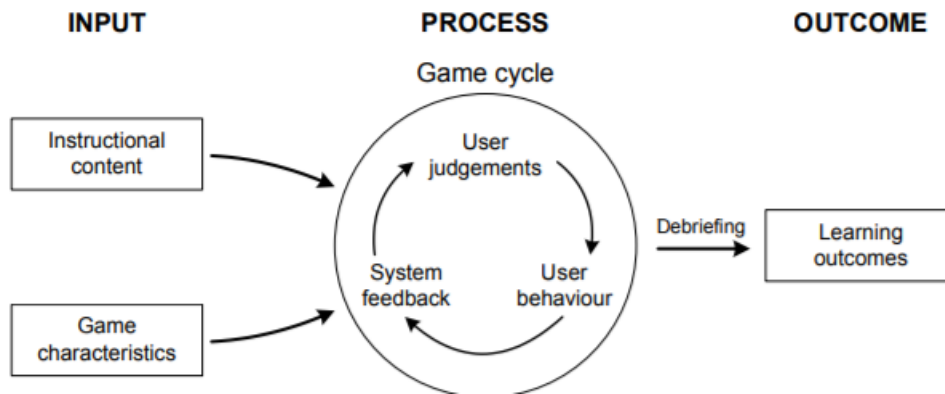
Figure 4. Input-process-outcome of serious gaming (Taylor, A. 2014, 85)

2.8   Client development process

As it was mentioned many times before, New Horizons is game aimed at teaching its participants about multiculturalists, so main clients ought to be, teachers, educational institutions and, multicultural canters, such as high schools, schools and so on and so forth.

Creating and nurturing an ongoing effective relationship with clients is crucial for any business´ success. According to Blank, S. Dorf, B. (2016, 19-34) the costumer development model is about four steps:
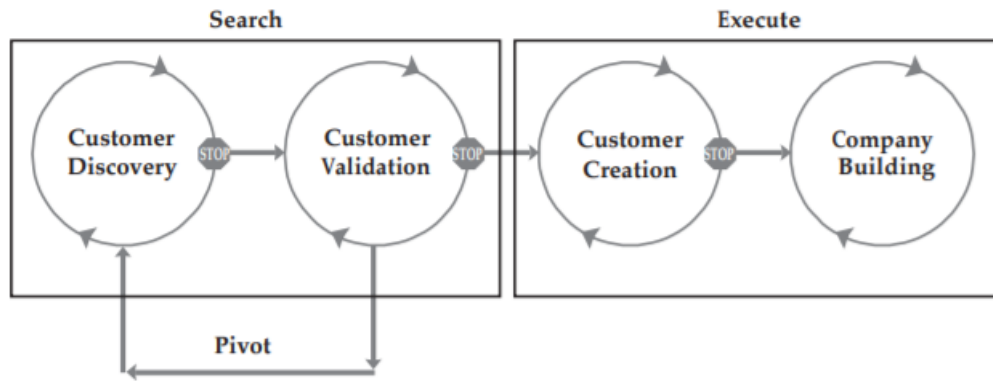
Figure 5. Customer development model (Blank, S. et al. 2016, 23)

Customer discovery: discovering the customers´ target group, getting to know them (doing some research to understand their dynamics for cooperation), understanding their needs to better serve them in other words providing them with an effective solution to major problem. In New Horizons scenario, it means defining the target group who could benefit from the game

Customer validation: this step is aimed to understand whether the customer co-operation/business has a potential of being repeatable and scalable. In other words, testing if the solutions provided answers to the client's problem. In New Horizons´ case, searching for potential customers that could benefit from the game as a peda-gogic medium aimed for acquiring new knowledge.

Customer creation: this is considered to be according to the authors as the actual first step of costumer development which is about conducting business with them. In this case, doing the facilitation activity

Company building: defined as the transition from customer development to a func-tional organization.

As the authors stated, effective proactive communication is crucial for the success of any client development´ process and their retention for future encounters. Not to forget that follow-ups is very important as well, to gather feedback on the previous sessions, in order to understand its impact and effectiveness and learners.

3. Research Objectives and Questions

The purpose of this research is to study in depth the receptivity of participants to the game through their personal reflections following a facilitation of the New Horizons game. The analysis of the data collected will enable us to create new game content suitable for young people in Finland, and to propose ideas for improving and further developing the game.

Research Question 1: What are the main interests and concerns of today's youth in Finland?

Research Question 2: How can interactive games and the ensuing discussions educate the youth of Finland about different cultures?

Research Question 3: How well does the diversophy© approach work for the youth and how can we improve the approach?

4 Implementation

The following chapter describes the choice of the research method that will be used and how they add validity or purpose to the findings. Through implementing research methods defined in this chapter, participant feedbacks will be analysed, and emergent themes will be discussed to give insight into the lives of youth students in Finland. The analysis of the data that will be collected will further the proposal of solutions to improve and develop the game as a sustainable learning tool for future generations.

4.1 Philosophical Stance

During this thesis process, different means of data collection will be implemented and applied to research questions in order to support findings. Data will be collected first, then a research in alignment with the topics will be conducted and analysed to form results. These results will then be interpreted and discussed to form conclusions, with the aim to assist further development and sustainability of the Young New Horizons game to have a greater impact on youth in the Finnish society.

Interpretivism must employ a special kind of generalisation. However, an acknowledgement that such generalisations can be made must bring us to specify the limits of generalisation in interpretive research. These limits are the limits of interpretivism itself and this implies the adoption of methodological pluralism in order to realise the full potential of the method. (Williams 2000, 209.)

Interpretivism aims to study data and draw conclusions from the research. In light of the limits and generalizations with this research, methodological pluralism was implemented with our research process. Adopting several different means of research approaches, detailed in this chapter, also realises the full potential of the interpretivism applied throughout the research.

4.2 Research Purpose

Researchers will employ an explanatory purpose throughout this study in order to explain the meanings behind themes emerging from participation feedbacks and facilitation participation. The purpose of this research is to give insight into the lives of youth in Finland and apply the conclusions drawn from data collection to improve this tool for future generations and societies.

4.3   Research Approach

Primary data used for this research, will be acquired through interviews conducted with the aim of obtaining a more in-depth reflection and outcome of the facilitation. Following the facilitation, four participants will respond to a series of open-ended questions. Based on the results of the survey, conclusions will be drawn out and reflected upon. Through our approach, the results gathered from the surveys will not be accurate or applicable for everyone; therefore, the approach used will be deductive.

4.4   Research Strategy/Methods/Techniques

Data collected from the IB programme in Gradia High-School will include a survey that will be distributed to the students to collect insights into their perceptions and to acquire feedback about the game facilitation. The purpose of this second survey will be to collect primary data to support our ongoing research and to propose relevant content in card creation during the results phase. The survey will contain five open-ended questions and will be provided to the teacher for direct distribution to students. The five questions will be narrowed down from an original 14 to focus on important topics and encourage participation and engagement. This initial survey will be distributed for a period of one week and no responses were gained from the students. This lead the second attempt of survey data collection in which a second survey will be created with fifteen questions that focuses on more in depth about youth insights and perceptions. This survey will be only sent out to four select students, contacted directly following their expressed interest. A grounded Theory approach will emerge throughout this research process, uncovering theories created from the data that will be collected from the survey participant data. This cyclical process recycled emergent theory and will be applied throughout other relevant aspects of the research.

A multi-method approach will be used in the form of a survey that will contain open-ended questions followed by an interview with each of the participants. Multiple

data collection methods provides for a deeper, wider, and more valid extraction of trends within the data. Data will be collected and compared against other methods to draw strong conclusions with more transferability to society.

4.5 Data Collection

The methodology will be backed by past research sources through an extensive literature review of multiple sources and channels. However, primary data will be collected from the students on game facilitation day, making this a cross sectional research. Both qualitative and quantitative data collection will be implemented throughout the thesis research process. From the survey and research findings, qualitative data will be collected and interpreted. It will be then applied in the research and thesis to support emergent themes. Feedback will also be collected and interviews will be conducted to uncover new insights into the thoughts and lifestyles of youth in Finland. These methods fulfil the qualitative data aspect for our research approach. With both sets of data it is expected that the conclusions will be well supported and that our findings will be helpful to provide real societal change and impact to migrant youth in Finland.

5 Results

5.1   Client Development Process

Figure 6: Client Development Stages

As seen in the first stage of the client development process, the phase of client discovery began. During the Client Discovery phase, we narrowed down possible op-

tions based on our specified interests and determined we wanted to target a client that would provide us with our desired youth demographic group. This phase involved us deducting the possible client options based on location, availability and size. Here we factored as well the unique aspect of Gradia being a group of youth studying the international baccalaureate degree programme, which we perceived would provide a more multicultural environment. Thus, we discovered Gradia as our first potential client. As a group of three facilitators, we also discovered a second client, Gloria Centre, during this phase and began our project with two prospective clients.

In the client validation phase, initial contact was made with our clients through email. Initial contact expressed our interest to work with them and was for the purpose of securing them to work with us. Our other client, Gloria Centre, did not reply our initial client. Our initial contact was immediately answered by the teacher of the international baccalaureate degree program at Gradia and validated his reciprocated interest in working with us. During this phase, he secured himself as our client and assured us his colleague would also be willing to have her class of student participate in our project simultaneously. This gave us a client of around 40 students, and as such a large group, we finalized our agreement and secured Gradia as our single client. The decision was made to focus on Gradia, as it better suited our research target group of youth.

During the third phase of our client process, we created our client relationship. This involved an exchange of emails expressing our goals with the student participants and what we could offer the client in return. In this case, the students of Gradia were also required to complete external project work as part of their degree program and our project served as a possibility for this with the students. We also expressed the rich teaching experience that New Horizons provides for participants and the benefits it could provide to build bridges within the international program at Gradia. It was during this phase that our mutual benefit was discovered and our client relationship was created.

The last phase of our client relationship process as seen in Figure 1 is Relationship Development. This phase began after the facilitation itself was complete, and is on-going as the longest phase of the process. During the relationship development phase, we maintained contact with our client to thanks them for their time and for allowing us to facilitate during their teaching schedule. This phase focused on build-ing our client relationship by making ourselves available for any further contact or questions from the teacher or students. We also maintained this client relationship by connecting and expressing our interest to gather further feedback from the stu-dents we facilitated. The relationship development continues as an ongoing process as we analyze and develop our experience into results for further interpretation and analysis.

5.2 Sample Demographics Summarized

Demography helps us showcase in a simple way, the people participating in our re-search providing some details about them and giving a general overview.

We conducted a game facilitation in a classroom for a baccalaureate group at GRADIA Lukio in Jyväskylä; the following table will showcase the demography of the students that took part in the facilitation based on their age, gender and number of participants.

Distribution factor	How many?	Total %
Total number of partici-pants	40	100%
Male	14	35%
Female	26	65%

Age	17 - 19	100%

Table 4. This table shows the gender and age of the participants in the facilitation game.

5.3 Themes Emerged from Client Work

5.3.1 Education

Education came out as a crucial core theme from the participants, here referring to the participants of the facilitation game, based on introductory and post participatory discussions. Opportunities to study in English, being part of an international community, free high-quality education meeting European standards, associated opportunities for practical training and exchange later on in life, were the prominent mentioned factors for the participants of our facilitation to study in the international baccalaureate programme at Gradia, which offers an international degree in English. It is relevant for us to state that most of our participants were Finnish (including participants having dual nationalities) and the lesser part were culturally diversified, from Vietnam, USA, China and Afghanistan.

During the facilitation, many discussions were had regarding Finnish education; both Finns and non-Finns spoke about education here in Finland on a high level. As for the reasons to join Gradia´s international baccalaureate degree programme, Finns put emphasis on the international part of the degree, most of them stating that it offers the possibilities of completing higher education abroad. According to one participant: "*I could have studied in any Finnish educational school, but I chose the international degree in Gradia because I plan to live abroad*". As for the non-Finnish, reasons varied from peer's advice, parents who had to move (including refuges) to Finland and the quality of Finnish education system. Another non-Finnish informant explained: "*I came here to Finland with my parents, I joined the international baccalaureate degree in English so I can have the opportunity to apply to any higher educa-*

tional institution across Europe, because this degree is recognized almost every-where". Nonetheless, as for the varying reasons to study, the statements of many students emphasized personal development on many levels, quoting: "I am doing the international baccalaureate to have more knowledge, improve my person and life and to feel worthy (referring to self-esteem).

5.3.2   Culture and empathy

The post facilitation discussions resulted in the emergent theme of culture and em-pathy brought forward. One Finnish youth participant stated: "*I am so surprised that in the east they kiss each other on the cheek… this is so weird*". In this particular case, our facilitation partner took over the discussion by explaining the similarity to the fact that we need to take off our shoes when going into a Finnish household, which is not the case in Lebanon: "*in certain parts of Lebanon we find it disrespectful to make someone take off their shoes when going into our houses*". As one participant said: "*it doesn't bother me that my friends are Finnish, we are all human despite our dif-ferences. It is weird sometimes, but I have learned to accept it and live with it. Life will continue so why place obstacles"*. Youth discussed the theme of culture and empathy by sharing stories of their own culture and their opinions on different traditions.

5.3.3   Self-Awareness

Self-Awareness was a strong emerging theme from our client work New Horizons facilitation experience with the youth at Gradia. The youth engaged in rich conversa-tions and connected with their peers, which we witnessed as facilitators. An intercul-tural approach was used to encourage a fully Finnish group of participants to speak in English while playing the New Horizons game. When having to switch from their na-tive Finnish language, it added an element of bringing these students out of their comfort zone. The result was this group remained present in the conversation and more focused on the topic. Closely linked to self-awareness is the skill of social awareness. Since the students we facilitated were part of an international business program we felt it was valuable that the discussions be in English. This allowed their

conversations to be understood by others/facilitators. This resulted in a more valuable experience and the ability for more participatory discussions to take place.

During the facilitation, actively engaged participants focused in the present moment, about the topic being discussed. The facilitation discussions allowed them to pay attention to the conversation and focus without judgment.

5.3.4   Communication

Relating to the previously introduced theme of self-awareness is the result of communication, which emerged as a theme. We witnessed at the beginning throughout our facilitation a low level of active engagement and communication. At this point we, the facilitators, participated ourselves in the groups about our own experiences. As the facilitation continued over time, the communication level within the groups of students increased. We also witnessed how the game organizes communication; the card reader has their opportunity to share thoughts, while other group participants use their receptive communication skills. Throughout the game, the communication between students and their teacher was very informal. At one point, while waiting for the attention of students to explain rules, one student in the class shouted to her speaking peers to "*Be Quiet*!" on our behalf. Through this, we also witnessed the informality in communication is also extended between peers in the classroom setting.

5.3.5   Interest and Participation in Social Life

The facilitation consisted of introductory discussions to increase motivation towards the game before it was implemented. Before the game started, the students were asked to form small groups of five to six peers. Although the class had a majority of Finnish students, a minority of students from different cultural backgrounds formed a small group together. We proceeded to spread the students from other nations into groups with Finnish students. The result was some groups that were more vocal inclusively while others had a single member or two that did not want to participate in the discussion.

5.3.6   Social Networking and Media

The client work facilitation game was played without the use of any technology, but throughout the game some students made use of their phones to be able to back up their claims during the game or to find out if the claims on the cards were in fact true, this showcased how in a game that did not require technology or the use of social media, somehow the students found a new way to make the game more complete and immersive.

6   Discussion

The discussion begins by reminding the reader of the research objective and methods employed throughout the study and briefly reintroducing relevance about the participants. Facilitation was performed of the New Horizons original card game with 40 high school students of varying backgrounds. Six emergent themes were the result of the facilitation game.

The emergent theme of Education from the results of the facilitation game showed that this topic dictates many aspects of the Finnish youth and their decisions regarding their future. Finnish youth are facing challenges related to how to cope with learning and studying to prepare themselves for a successful future. We noticed however, that it was bit chaotic throughout the facilitation game, maybe the freedom given to students should be cut a bit, referring to the usage of cell phones in classrooms (the ban of cellular devices in French educational institutions is an example). Therefore, isn't this disturbance and inattentiveness impacting the way students absorb the given knowledge? Overall, it was clear to us, that our participants cherished education and thought of it as a crucial medium to roam the international professional world having the necessary cross-cultural skills to do so and a way to improve life on many levels.

The emergent theme of Culture and Empathy, which resulted from the facilitation game, showed that youth have an interest in learning about different cultures. It was

important for them to understand what the differences between their respective cultures and others are, implicating that this is a topic that should be prioritized within the Finnish education system. Throughout the facilitation, the youth seemed to be drawing parallels with their own cultural backgrounds and issues they are currently trying to overcome.

The result of Self-Awareness being uncovered as an emergent theme during the facilitation was valuable for this research. Discussions which occurred and shared personal experiences in a safe space to better understand their peers was a mindful practice which can also help improve the self-awareness and resilience in youth. Notable to mention, in the case of our facilitation group, the majority of the youth were of Finnish culture. Common to Finnish culture, is the social tendency to keep personal experiences private and in general the willingness to share openly can be lower when compared with other cultures. This posed a challenge for us to entrust students to openly share personal experiences for the learning benefits of their peers and self-development.

Very closely linked to the result of Self-Awareness, was the result of communication that was brought up throughout the facilitation game. Self-awareness is the prerequisite to effective communication, giving one the tool to be able to be receptive and engaged in communicative interactions. A sense of self-awareness gives the ability to transition from constantly having to talk, to fully listening to people. Communication is not only being able to express your own thoughts and opinions but also, the more difficult attainable skill of being able to be receptive and listen to others not only to respond but to understand. The emergent theme of self-awareness brings us then to the driving force behind the most valuable potential lessons and experience New Horizons has to offer, communication. Communication not only presented itself as a major theme from the participants but a major challenge for us as facilitators. Communicating own personal experiences and thoughts towards sensitive and unfamiliar issues can make students feel vulnerable. We witnessed this at the beginning throughout our facilitation with the low level of active engagement. At this point we, the facilitators, participated ourselves in the groups about our own experiences. This put us on the same level as the students and eliminated the bridge

between us. I found when I shared my own personal experience, levelling myself with the participants there was an immediate rise in active engagement level. This was a valuable lesson from both facilitator and student perspectives, as this game acted as a safe environment to build the bridges of effective communication between us.

As the facilitation continued over time, the communication level increased dramatically. It was very rewarding to witness this and what is meant for us as facilitators of this game as a learning tool. Youth had to use not only their communication skills to engage in discussions actively, but also their receptive communication skills to listen to the experiences of their peers. This communication practice is an important element of the game that strengthens the underlying feelings of respect and empathy between participating peers. These skills can then be transferred into other aspects of participants' lives to strengthen their full spectrum communication in relationships and interactions.

When analyzing the student card creation forms after our facilitation, we found one student who proposed a new card topic as follows:

"You address your teacher by their first name in Finland. How does the teacher respond/react?"

A) Gives you attention

B) Does not react

C) Corrects you

This was a particularly insightful card topic thought, which strongly correlates with the topic of communication. The communication between peers and their teachers in Finland is very relaxed and informal. We witnessed this throughout our facilitation in the way student spoke with their teacher and us as well, as temporary guest teaching figures. The communication was very informal and the students treated us

as equal to them. It could have been factored to their quickly growing comfort to communicate with us and share their personal experiences and thoughts in the discussions. It also at times felt it contributed to our inability to gain the full group of students' attention without the use of raising voices. This has its positive and negative consequences, and it's an interesting theme to analyze and it's parallel to respect between peer to peer and peer to teacher relationships. It is an interesting communication topic to develop further with extended research. In many other cultures it is a sign of disrespect for a student to address a teacher by their first name, and this is something distinct to the Finnish communication culture that we witnessed.

The next resulting theme that emerged from the client work was Socialising and participation in social life. Socialising is a very important part of life, it's the way people maintain their wellbeing and keep up with news and trends. With this in mind people use their social life to dictate what kind of behaviour is acceptable in society, based on their understanding and choices, people tend to find people that share their similar believes. Sometimes when the beliefs are shared by a large number of people, then they become very popular trends. The negative side of trends are that they can be so big that if someone does not have a liking to that trend, there is a chance that the person can suffer and be labelled social outcast. This in time hinders the person's interest and participation in social life making it hard to interact with other individuals. So, in conclusion interest and participation relies upon the relevance of your social beliefs and how people perceive your social status. Many different factors can affect social status. For example, cultural background can greatly affect a person's status and how they are perceived within a society. Some cultures are considered socially inferior to others by society. As example of such are developing nations such as those in Africa. The status of someone with an African cultural is often perceived as having a lower social status than someone of European descent. Furthermore, financial status also greatly impacts the status of an individual in society. A higher financial status can increase the overall status of an individual to others. This heavily impacts youth, as perceptions from peers towards clothing brands, material possessions and financial status can affect inclusion and friendships. This was evident in survey responses of participants that expressed the importance of being accepted by

their peers. Our facilitation game was a fantastic show of interaction and participation in which socialising between two people of different backgrounds learn about each other.

So overall, we could observe how students coming from other countries are very eager to socialise and learn about the culture of the natives in hopes to improve their social status in the country of residence. One key feature we noticed, among the Finnish students some seemed more eager to interact with the immigrant students whereas the others seemed either not bothered or uncomfortable about discussing culture topics. So, a tip of advice, in order to make a good interaction occur between immigrants and natives, it is very important the mind-set of the individual, being keen to learn about someone else is the key to participate and interact in society.

The world is living a new era, the era of social networking and media also referred to as social media. The arrival of social media seemed to promise a very fruitful future in which people would be able to be closer and have easier access to convey a message across the world. Some of the most popular social networks are YouTube, Facebook, Instagram, WhatsApp, Twitter, Snapchat, LinkedIn and Tinder. Thanks to social media people all around the world have been able to:

- Find friendships,
- Get to know people from all over the world,
- Be connected 24/7 with someone,
- Keep in touch with family and friends,
- Keep albums of many years in which they can share with people,
- Follow their favourite celebrities online,
- Post videos and interact with millions of people at the same time,
- Find love,
- Defend ideals and believes,
- Find jobs

To all the positive news coming from social media there are also some negative, as bad things always seem to have a part in every idea. To all the awe-inspiring creations and how happy people were with the arrival of social media, there was a sec-

tor of the population that started using social media to cause some chaos and pain, hence the cyber bullying started. Cyber bullying consisted of harassing a person or group based on culture, creed, age, appearance, race… this has become now a major issue in social media in which some people take it upon themselves to start shaming other people. It has gotten so bad that it has led to some people taking their lives or going through PTSD.

Another of the main problems of Social media is addiction, many people suffer from it, as the ability to interact and follow what people around the world are doing is a very tempting activity and millions of people suffer from it, some to the point of not being able to sleep at night or not being able to interact with people in person. This is a topic of great controversy among people as it affects all aspects of life and changes the way technology is perceived. Is social media more harmful than prosper?

Now for the youth, all of these points both the positive and negative are more accentuated as the youth are growing with the technology already existent, so for them social media is something normal in their life they don't know of a time without it. Social media greatly influences the ideals and priorities of youth. In today's world if a youth is not into social media then, there is a high chance for that person to be shunned or bullied. Nonetheless if there is a way for social media to grow and improve that will come from the youth as technology comes natural to them.

As part of deductive research method, a sample of four participants were interviewed following the facilitation and given a questionnaire of seventeen questions to answer regarding their experience in the facilitation. The following chapters provide discussion about the feedbacks given from four of the facilitation participants, coming from different cultural backgrounds respectively and currently living in Finland. The chosen participants were on a voluntary basis and given anonymity in order to promote unbiased and honest answers. The feedback questionnaire contains one closed question and sixteen open questions, carefully selected to allow for informative answers to support the chosen interpretive deductive approach to data collection. The answers to the feedback questionnaires were researched in light of the intensive research and theoretical background to produce informed reflections

strengthening the purpose of uncovering the perspective of youth and determining solutions to create a higher sense of empathy and esteem to navigate through varying life situations. Our purpose was to give Finnish youth and immigrant youth the platform to speak openly about their experiences, problems and ideas to support our theoretical research and give credibility to our statements.

The facilitation purpose was to offer youth an engaging and motivating experience to discuss topics and systems that are not generally considered a game. The simulation based digital exponential learning method, which immerses learners in situations in which they are required to perform a task or share feelings, followed by feedback adapted from The American Society of Safety Engineers was applied. (2009). Our use of this gamification process brought about positive perceptions towards discussion of difficult topics in the lives of youth that have grave importance on their daily lives, esteem and relationship building. The facilitation itself implements a mechanism of relationship building as a social element, derived from the NFER Research Programme (2016). Through participatory engagement in the game, the learners could strengthen their relationship building skills, which can be transferred to other aspects of their daily lives.

Self-reporting surveys are often used as a method of gathering data for research purposes of sociocultural contexts. Anonymity is a key element to surveys in order to promote answers with more honesty. Ensuring complete anonymity to participants can combat the issue of participants providing social desirability response bias. This is the element of participant's curetting answers to sensitive topic questions that would be seen as more desirable by society for fear of identifiable judgment. In 2000, a study was conducted by Ong and Weiss in the Journal of Applied Social Psychology, on the impact of anonymity providing more honest feedback on a sensitive behaviour: cheating.

> For 79 respondents, The privacy variable had an enormous impact; of those who had cheated, 25% acknowledged having done so under identifiably, but 74% admitted the behaviour under anonymity.

Anonymity may decrease a person's motivation to distort reports in socially desirable directions. (Ong and Weiss, 2000).

In light of this research, anonymity was implemented into the participant feedback surveys in order to achieve a more honest feedback. The topics discussed in our feedback cover sensitive and personal themes, which have the potential for identifiable participants to distort answers in a socially desirable direction. This increases the validity of our feedback answers from an unbiased standpoint and also gives more credibility when applying our feedback into generalized findings and themes for further research purposes. Only the gender was identifiable in our participant surveys since all participants were female and therefore our sample cannot be explicitly generalized into all gender populations.

Referencing the data collected from Participant 1, the results of the feedback brought forward the emergent theme of social media. Young people in Finland have the main priority which is to attend school and get an education in order to increase their future opportunities, this means they have to share school and classrooms with hundreds of other peers. It is at that stage in which peer pressure and popularity take place as young people tend to recreate society in a smaller scale, so, among other things, as personalities develop people with different ideals and with less intention to look for conflict tend to fall victim to bullying. According to the Finnish Youth Research Society, gathered over 15 years of research on youth in Finland, this can be classified under the social competence category of communication and the personal competence of personal efficiency. This includes the traits of openness and tolerance. In current age society in Finland these competencies face a new social element of social media. We live in an age that is clearly technology oriented which means that social media comes naturally for young people, it is the world they were born into thus they use it sometimes without considering the dangers of misuse.

The first interviewee, hereon referred to as Participant 1, tells us that some of the current challenges she is concerned about are how climate change is affecting the planet. It is clear that the news outlet and social media has been informing the public of the dangers we will face if we don't take care of our planet. As previously men-

tioned, social media has become a way to inform people of things happening around the world, so any major upsetting news will reach the young people's attention and possibly get concerned about it. In relation to the Finnish Youth Research Society, this reflects the social competence of the participant, and personal efficiency to receive information that can cause stress or negative emotions.

The other challenging topic that Participant 1 is concerned about is how society seems to be okay with sexualizing kids thus leading to paedophilia, as religious person she believes the world is become eviler due to false media being promoted.

Participant 1 has a religious background, which leads her to seek religious guidance, like praying, to help deal with challenges in life. Family is a strong pillar that young people have to be able to deal with difficult situation, so keeping a good relationship with them is essential towards having the confidence that you have your family's support.

They say Friends are the family you choose, and that is the case specially for young people in which friendships have much more importance, so Participant 1, as many other young people rely on their friend for support when facing challenging moments. According to the study done by Ceesay Ulla (2017, 3-25) involving youth's interests and concerns in life, results showed friends to be a main concern. Participant 1 strengthens this result, and shows that friends are not only a main concern for youth but also a major source of support. Friendships for youth have a high importance and guidance for the direction and decisions they take in their daily lives.

"I think that it is important for people to acknowledge what this world has come to be"

Participant 1 believes that classrooms should be a place in which students could discuss worldly matters, raising awareness in classrooms of things happening in the world would help the young understand and questions things outside their own culture. It can be noticed that this participant has a strong intercultural competency of cultural awareness. (FYRN, 2017).

"It's great! You get to learn more about the different cultures and its way more beneficial than being with just people from one nationality."

With this statement, Participant 1 shows how for some youth, diversity is more preferable than sharing a classroom with one nationality or one culture. Through this response, this participant shows a high personal efficiency, and intercultural competency of openness. (FYRN, 2017).

Young people are aware of the presence of racism that exists within society, and classrooms are no exception to this. With the following statement, participant 1 shows how a concern when it comes to adapting to the Finnish culture is racism.

"I think most people coming from abroad are already pretty friendly I would say Finnish people need to get more friendlier…"

With such strong opinions, participant 1 exemplifies a negative perception towards the openness and friendliness of Finnish people. There is general belief in Finland that Finnish people are socially awkward and do not indulge in small talk, for the people coming from other countries and different cultures is important to explain it to them that that's the believe on Finnish culture. Of course, this also depends on where the person comes from, as someone that may come from Japan for example might see Finnish culture differently than someone from Spain. The social identity theory, stated by F. Rogers (2016, 121-137), proposes personal identity is indirectly drawn from social group membership, resulting in some sort of social stereotyping amongst peers of the same social group. It could be possible that the group membership of Finnish people was slightly taking on a stereotypical perspective by participant 1, resulting in this negative view towards all Finnish people in general. The outlook youth can gain towards problems from sharing in open discussions with classmates of their same age can give confidence and shape soft skills, which are transferable into future professional work and personal environments. New Horizons provides the foundation for further development of communication and listening skills, which broaden cultural understanding and break the barriers of prejudgment and fear. "Skin colours, cultural distances and ethnic hierarchies are still elements that

regulate informally youth's possibilities to participate in common leisure activities" (Harinen, 2011). The Finnish Youth Research Network conducted a project, which evidenced the isolation effect of cultural, ethnic and skin colour differences in Finnish youth environments. In order to tackle this problem, there must be a fundamental change in mindset towards immigrants into Finland. New Horizons provides the foundation to shift the conversations in Finnish Youth to expose vulnerability and view differences as learning experiences. New Horizons can be used as an implication tool to change the stereotype of Finnish people to be a more welcoming and open culture as a whole.

When Participant 1 was asked if she had helped an immigrant feel more welcome she said "I've just gotten to know them shown them places hanged out with them taught them some Finnish words and basic things like that, making them feel welcome." How are Finns treated when they are the immigrants? We asked the interviewee if she has ever felt welcome as an immigrant in another country, to which she responded that as previously being a foreigner in Azerbaijan, she greatly appreciated the things they did to welcome her and her family. She stated that the way people welcome you into a country has a huge impact on your experience in that place. From her experience, Participant 1 enlightened us that it is highly important to know about different cultures and how having a lack of knowledge can lead to misunderstandings. Participant 1 showed a high intercultural competency, however it can be seen that some perceptions of Finnish people have been made based on experience in Azerbaijan, and such vastly different cultures cannot be compared so loosely, as they can lead to problems in social identity such as stereotyping. (Rogers, R. 2016).

This first participant follow up interview has allowed us to reflect on the importance of friends for youth to be able to face challenges in life, which supports our research of the youth study done by Ceesay Ulla (2017, 3-25) uncovering major themes in the lives of young people. There is a stereotype that all Finnish people are closed, and this social identity of Finland should not be blindly put onto the entire population. The main message Participant 1 conveyed is that with respect and willingness to learn about other cultures everyone can get along and immigrants can adapt in Finland.

When reflecting on the feedback given from Participant 2, and the problems young people face in society, future was a recurring theme. The future holds many uncertainties, which can take on the perspective of fear. Fear of the future about finding a job and becoming an active member of society can bring stress and negative emotions that can inhibit creativity and concentration in Youth. Since the future and the uncertainty that goes in parallel with the future was mentioned as a problem more than once, it could reflect the perspective about the future to be negative. The reason for following up with participants of the facilitation was to gather this information and determine specifically the problems which youth face in order to make a change to give youth more power over negative thoughts through collaboration with one another. Here there is an opportunity for Young New Horizons to change the fear surrounding uncertainty into opportunity and the freedom to seek one's own unique path. This can be categorized under Self-direction category according to the Finnish Youth Research Society, 2017. By categorizing the feedback, the specific competencies that should be developed in order to improve this problem can be identified. In this case, management and organizational skills can be strengthened in order to assist this participant to alleviate the fear and stress about future. By increasing the management of time, activities and organization within personal, professional and social life, the future can be seen more logically in an organized way rather than with uncertainty and fear.

The feedback about topics to cover in the New Horizons game for participant 2 was answered with more integration information as a foreigner. Coming into a new country as a foreigner and trying to navigate through school, personal and extracurricular environments in an unfamiliar country can bring feelings of exclusion and isolation. There is always a desire for integration with foreigners and the potential for New Horizons has to build methods of integration through open discussions, sharing own experiences and awareness to global differences can be transferred later into life situations as the world becomes more global and professionals move countries, become expatriates or fulfil business trips abroad in the future. This topic of integration is not only an issue for Youth in Finland, but also a large-scale issue around the world. "Skin colours, cultural distances and ethnic hierarchies are still elements that regulate informally youth's possibilities to participate in common leisure activities" (Hari-

nen, 2011). This feedback supports the purpose of the entirety of this facilitation and research, to combat the problem youth face being in an unfamiliar country. There is a dire need to change the mindset of young people to show empathy and openness towards all of their peers, through increasing the social competency of communication. (FYRN, 2017). Participation in Young New Horizons can be a tool to help this, by creating a platform for youth to connect and share experiences and feelings.

We gathered feedback following the facilitation about how participants cope when they face challenging situations in their own life, and the recurring theme of future was once again mentioned. Participant 2 stated that if help from family and friends is unavailable, they approach the problem wit a future outlook and think about what would be best for the future. This correlates to the previously mentioned fear of future, and when problems arise it instigates the fear of how it will affect the future. This shows there is enormous pressure surrounding the future for Youth and navigating through decision-making and problem solving which supports the future they want in society. This supports the previously stated competencies of management and organizational skills, which can help to alleviate uncertainty and fear of the future. To follow up with feedback surrounding facing challenges, we asked if it would be beneficial for youth to share and discuss these challenges with their classmates. In this case, it was stated from participant 2 that this would be a positive opportunity; it would give new perspectives and ideas to help the decision-making process about how to solve their problems. This is very helpful for our research because it justifies the work done in our follow up research process. This strengthens the personal competency of learning to learn, and supports the social competency of supporting others (FYRN, 2017). Being able to give a platform for Youth to openly and safely discuss challenges and in turn support each other, can be greatly beneficial to strengthen both personal and social competencies of youth and better equip them to face challenges in other facets of their lives. It can also present the opportunity to help ground them, by realizing that they are not alone in their problems and feelings and other students are facing similar situations as well.

To further delve into the academic effect that youth feel when facing a problematic situation, it was asked how they feel in school while having a problem. The feedback

given to this question revealed that for participant 2, problems can be detrimental to concentration in school because the problem takes over all thoughts, making school very challenging. The point of this question was to find the link between youth facing problems and studying. This can help determine the underlying causes of stress, which youth face by giving the opportunity to openly share and cope with problems as a collaborative activity to reduce stress and isolation. Through our theoretical research, we found that education in Finland is taken very seriously as youth want to strongly develop themselves academically (60% study or attend school according to FYRN, 2017). The link between these two data findings uncover that there is an enormous pressure and importance on education, and when youth have problems and it affects their educational performance there is an intensified stress. This has recently begun to be a topic of importance in Finland, with recent amendments to eliminate homework in younger youth but perhaps there is still more to be done for slightly older youth.

Next, we researched follow up feedback towards the feelings surrounding studying alongside students from other countries, and the response to this feedback was very positive from participant 2. It was stated that studying with students from other countries exposes them to many different opinions and perspectives. Participant 2 reveals a strong intercultural competency of openness and tolerance with this answer and we can consider this a small element of success from our research objective 2; *to uncover the possible views that young people have concerning intercultural immersion*. As the world continues to become more globalized, an enthusiasm towards new and different cultures at a younger age can act as the glue, which connects people, ideas and information in professional life later on.

Next, we researched feedback about feelings towards studying specifically with Finnish people as a foreigner and the comparison was drawn between studying in Spain and studying in Finland for participant 2. It was stated that studying in Finland is more about learning, rather than the priority being about passing or not passing the exam. This can greatly accredit the school system in Finland, which prepares Youth in a more applicable and practical approach to studying. This also testifies to the fact that Finland is the right environment for Young New Horizons because it supports a

goal-oriented sharing of ideas for the purpose of learning without pressure of success or failure. The Youth Research Barometer for the year 2017 resulted in a 94% response of young people in Finland positively believing school will allow them to land a better job, appreciating general knowledge and enjoying the subjects they are studying. Participant 2, coming from Spain respectively, gives credibility to this result by reiterating the fact that studying in Finland is more about learning, without the pressure of success or failure which can attest to the positive view towards learning.

How immigrants are adapting to life in Finland was responded to with the opinion that life in Finland is more relaxed, and more individualistic without the worry of living for others or to impress others. A more relaxed outlook and living for oneself rather than for others can be very beneficial towards fulfilling one's own passion and goals in the future. It was also stated that integration with native Finnish people in the beginning could be very difficult because of their shy nature. This can be a common conception towards Finnish people, and awareness and openness to learn about different cultures can help to break this barrier earlier on and integrate foreigners into Finnish culture. Participant 2 had previous experience in her home country with helping an immigrant integrate into her country, helping her with the language and introducing her to her friends. These experiences can help shape our outlook to be more inclusive when approaching similar situations again. Participant 2 can thus be categorized as having a high personal efficiency with experience of adapting openness and tolerance (FYRN, 2017). As an example of a Youth with experience in integrating a foreigner, the feedback of advice to Finnish natives welcoming immigrants into their country was smiling more and being less shy. It is also very clear here the stark opportunity for Young New Horizons to break the barrier of introversion by giving open topics for discussion, which can lead to the sharing of own experiences and conversations.

From this feedback, the main recurring theme was the future of Youth and how it creates uncertainties, fear and controls their current mindset and decision-making. The potential to approach the Future with a different outlook of open mindedness and opportunity, by strengthening self-Identity competencies of management and organization can give youth more confidence in their skills. Building onto this, by

strengthening communication, a key element of Young New Horizons participatory play, youth can increase their social competency of supporting others to have a less isolated uncertainty about the future (FYRN, 2017). By strengthening the competencies that directly relate to the problems and concerns they face, it could be possible to alleviate mental illness and stress, which highly affects youth, aged populous.

Continuing through the feedback data collected, the survey conducted with Participant 3 uncovered a theme of empathy. As stated by Paavo Arhinmäki, Minister of Culture and Sport (2011), "Children and young people must be offered more opportunities to influence their own lives, participate and to be socially included in Finnish society. All children and young people must have equal opportunities to enjoy experiences offered by culture and physical activities." Participant 3 stated that there should be some kind of limit to how much you would tell people who just happen to be in the same class as you. This feedback supports the wish of Paavo Arhinmäki, and shows the view of all students having equal opportunity for inclusion in society. There is a view that sharing too much creates vulnerability and takes away from this idea of equal opportunity.

For young people coming to Finland it is very important to learn how young Finnish people interact, participant 3 gave a piece of advice to help young immigrants when trying to make friends in Finland "Don't just stay quiet and wait for people to approach you since Finnish people don't like exiting their safe zones too much, so take the initiative". It is very important to for young people to get support and feel welcome, specially if you are new in a country that has a different culture than yours, that's why there is an emphasis on increasing young peoples cultural awareness, participant 3 has taken a good approach towards welcoming young immigrant people "They might need help for simple things such as where you can acquire bus cards and so forth". Through the responses of participant 3, she exemplifies a strong social competency of openness towards others, and as such according to the Finnish Youth Research Network, can be a great example of positive social relations.

We are developing into a world that is becoming more accessible and connected to different cultures and languages. Through developing the correct identified skills re-

lated to intercultural competencies, we could better understand way to help youth to manage their concerns and stress triggers.

When analyzing the feedback from participant 4**,** the theme of communication emerged through the answers. Initially in the survey, we asked about general feedback towards the game and participation in the facilitation. In this survey with participant 4, it was stated that the reaction towards participation was positive due to the discussion of topics, increasing communication, which without the game would possibly never come up. This uncovers that the increase of motivation, and the principle of a kinaesthetic experience, derived from The NFER Research Programme (2016), that participation in the New Horizons game gave a platform to discuss new topics, which lead to a positive experience in this case.

A suggested improvement towards the game was given to include more relevant problems to Youth such as sexism, racism and judgment based on looks. This insight relates back to our research about challenges youth face by environmental pressures and peer pressures. This propagates a challenge of personal boundaries with the game if the inclusion of topics becomes too intrusive. Following the Principles and Mechanisms used in Game-Based learning, the social element mechanism should remain focused on relationship building and give positive feedback. (NFER Research Programme, 2016). To further valuate this, when asked about sharing problems with classmates the feedback of participant 4 was that if the problem is not too personal it could be beneficial to gain insights and learn from the experiences of others. This also reflects the challenge that game topics should not be too personal because it could be counterintuitive. The mechanisms should remain positive and encourage relationship building in order to achieve the desired result of empathy and openness.

When asked about whether music can help students become friendlier towards different cultures, the feedback from participant 4 showed a very interesting insight. The feedback was that when the words of a song from a different culture cannot be understood, only the beat and music could be heard to give a feeling for the culture. This shows that participant 4 has a strong social responsibility of participation and civic competencies, with the ability to view music as an art to express oneself or one

society (FYRN, 2017). Music being a universal language can also have strong influence towards creating a more inclusive or exclusive environment.

As a recurring theme with other feedbacks, it was again mentioned that Finnish people come across as very shy with participant 4, and it was stated that one should be patient with giving them time to open up. It was also stated as advice that Finnish people should not worry about their accent when speaking English and should be more open to having new conversations with people they don't know. As being consistently mentioned from all participants, the topic of Finnish people being perceived as shy and closed shows the strong need for the development towards a new open mindset and using tools to strengthen the necessary competencies in youth in order to address this change.

6.1   Practical Implications

The following chapter applies the findings to apply them to the current world situation. In December 2020, while the world was busy trying to find a way to recover the economy, find ways to save the planet from global warming, trying to deal with Brexit and other political issues, a new virus outbreak occurred in Wuhan, China. With the passing months, this virus expanded to touch every corner of the world, millions of people have contracted it and hundreds of thousands have died. The name of the virus is Corona virus or as the whole world knows it as "Covid-19". In light of the current world pandemic situation, it was necessary to think of a new adaptable application for the research to have a real impact on societies. The six themes that emerged from our research and client work process can be applied to the masses in the current world situation of social isolation, weary future outlooks and distanced lives. As populations living through the current world pandemic, empathy towards the six themes, which emerged from our client work, become naturally embodied.

It wasn't until the 30th of January 2020 that the WHO (World Health Organization) declared the issue a global pandemic for the sixth time in history. From then on

countries began to approach the virus on their own terms, some were more cautious and some were more careless, to the point that they did not consider it a dangerous issue at first, of course with time the virus has convinced all major nations of its dangers and they began to take preventive measure towards keeping it at bay or more controlled. As things worsen worldwide people began to look for someone to blame for this outbreak and unfortunately, they all pointed fingers towards the virus origins and the failure to contain it before spreading, people began to blame China and its citizens.

This virus has shown how different cultures reacted to the virus and how rapidly it spread depending on the country. During the first few months of the virus, some countries were affected worse than others by the virus; some of those countries were Italy and Spain. These countries have similar culture in which they have very close personal contact imbedded in their customs (i.e. cheek kisses to greet with one another). Not unexpectedly, this caused the virus to quickly spread through the population and leave a dent on the country as whole.

The year 2020 has proven to be extremely eventful, as the virus spread throughout the world, its citizens continued to have disagreements and lots of problems, those problems peaked during May 2020 when a case of police misconduct caused an uproar worldwide which caused thousands of people to go out in protest against it, it was this and also human misconduct from not following social distance set by the governments also spiked the numbers of Covid-19. This all lead many governments to put a national lockdown in place in which people were not allowed out unless it was for food shopping, work and a medical emergency.

The Virus has caused many irreparable damages for both people and businesses; the year 2020 has seen many people lose their jobs, homes, and family members. There was a time that all hospitality events were cancelled, and no sports took place, setting an unprecedented situation of huge magnitude that not even the WW2 brought. The Olympic games that were meant to happen in Tokyo 2020 were postponed for the following year and most professional sports had to reschedule all their activities with the virus in mind making sure all stadiums were without fans.

The Covid-19 not only alarmed people for the rapid spread but for the confusion with their symptoms due to the similarities of the normal flu. Those made people start to mistrust and judge certain reactions from other individuals and attribute them to Covid-19 symptoms. They also started to question the mandatory usage of face-masks. This has created a new division among people the ones that believe that masks should not be worn with the ones that are wearing them as instructed by the governments.

In light of this situation, the importance of cultural cohesion became increasingly imminent throughout the data analysis process and in the real world. Although having a world-renowned education system, Finland lacks education towards cultural empathy and openness starting at an early age. Youth in Finland are often not exposed to different cultures in their education until secondary, post-secondary or beyond. Finland is a monoculture society and a lack of openness being taught from an early age can directly translate into a lack of understanding, sharing and empathy towards peers and challenges. This can be an influential cause that leads to a host of other problems and concerns that became prevalent throughout the primary data collection from participant survey responses. As having one of the strongest education systems in the world, it should be paramount for Finland to employ culture into their curriculum early on, in order to reach social inclusion, a multicultural mindset and strong personal competencies among youth when they reach older, more developmentally crucial ages.

Education, Culture and Empathy, Self Awareness, Communication, Interest and Participation in Social Life and Social Media are the six emergent themes from our client work. When applied to the current world situation, environmental pressures are making these themes even more difficult to overcome and intensify the struggles normally faced by migrant youth in Finland and Finnish youth alike

6.2   Digitalization of *Young* New Horizons

With the *original* New Horizons card game, which the researchers of this project fa-cilitated, the game was intended to be played in physical settings in which students could share their opinions and discuss topics in small groups. As a succeeding adapta-tion, *Young* New Horizons moved to a digital platform and as such has opened the opportunity for game play throughout the current global pandemic situation.

The year 2020 has seen the development of a new global pandemic known as Corona Virus (Covid-19), this virus has brought about a new age of social communication translated into an increase of social distancing between individuals, mandatory facemasks to be worn and constant hygiene precautions. With this in mind, it is understandable that physical learning settings have been limited and avoided and adaptations have had to be made in order for education to progress in compliance with the global situation.

As technology advances, and an unexpected global health crisis arose, the way an experience is delivered must be adaptable in order to be sustainable. Youth have been at the forefront of impact by this in the way their education experience has adapted to the global health crisis. Digitalization is the key element to ensure *Young* New Horizons can further develop and be implemented into youth education for years to come. There is plenty of room for the game to develop even further in its digital form with more pedagogical options and interactive technology adaptations and customizations.

The youth of today live in world full of technology, where technology comes as sec-ond nature to many. The researchers recognize this as an advancement to be further developed. A priority on digitalization developments and improvements can allow youth to have a platform in which they are much more fluent and capable. This pro-vides youth the opportunity to better express their ideas and connect with others to achieve a beneficial participatory experience with *Young* New Horizons.

6.3   Benefits of Digitalizing

The digital platform of *Young* New Horizons allows players to connect and play the games with people from different areas across cities and potentially countries. There is the increased ability to reach a wider level of awareness and reach through the digitalization of the game. Digitalization has been a key step in development to truly broaden the horizons and create a network of intricate connections in which players can explore different topics in a safe space. As the original New Horizons and the sequel *Young* New Horizons both centre on communication, implementing video and voice while playing the game can help to avoid miscommunications that could arise without the physical game setting. Digitization of the *Young* New Horizons game can also be a benefit for youth who suffer from social anxiety as it gives them the ability to participate in communicative games from the comfort of their home.
Another positive outcome of playing the digital version of the game would be that the players would get the chance to create personalised cards based on their experiences during the game. Digitalization of the game has allowed for more current adaptations and improvisations, which can greatly improve user experience for youth participants.

Unexpectedly we have entered a new age, an age in which people are more connected to technology, and an age in which phones and other electronics are an essential daily basic. Information, entertainment and virtual communications are available in abundance. This presents the necessity for games such as *Young* New Horizons; a safe platform to form discussions and bridge the gap of differences. To practise empathy and understanding for others and to learn to discuss and understand ones own struggles can ground youth to face issues with a sense of strength in numbers. If youth in Finland can be taught to embrace an openness and cultural empathy, the progression of mental health and conflicts can be redirected to bring more harmony into a country that seemingly has everything to offer if only one is willing to accept it.

In order to apply our 6 themes to have a real impact on the current world situation, we diversified the process for creating cards, which would not withstand physically distanced groups of the foreseeable future. Incorporating our 6 themes, it was determined that we must continue to solve the challenges of Education, continued learning about different cultural backgrounds. Furthermore, bridging cultural gaps, increasing empathy towards these different cultural backgrounds and sharing experiences in order to increase empathetic cultures in Finland and elsewhere. Self-Awareness is also intensified, being conscious of one's own character and experience and being present in current discussions. Communication becomes more important in physically distanced groups, as communication miscommunications become more prevalent. Communication instead relies only on what is explicitly said, without all other communicative elements of tone, delivery and actions. Digitalization of the Young New Horizons Game including video communications proposes a solution to combat miscommunications in sharing discussions and experiences with peers. Interest and Participation without physical presence can be more difficult to control. Especially in the current world situation, the limitations and restrictions on social lives have tremendous impact on the mental wellbeing and motivation of youth, as well as other aged groups. Focusing on youth and migrant youth in Finland, the current situation can intensify feelings of isolation that are already present immigrant youth who have apprehension towards fitting into a new societal group. This can have grave consequences for migrant youth living in Finland, and in order to keep inclusion and participatory elements into the social lives of youth our proposed digitalization of Young New Horizons would break down the isolative restrictions currently imposed. Social Media was the last emergent theme from our client work process, and our physical facilitation of the Young New Horizons game proved how present social media is in the lives of youth in Finland. Students were constantly on their phones and using social media and to some degree found it difficult to fully immerse themselves in a game with no technological aspect. As such, in keeping the Young New Horizons game relevant and compatible to the interests of youth, digitalizing the platform would ensure greater accessibility, and intrinsic motivation.
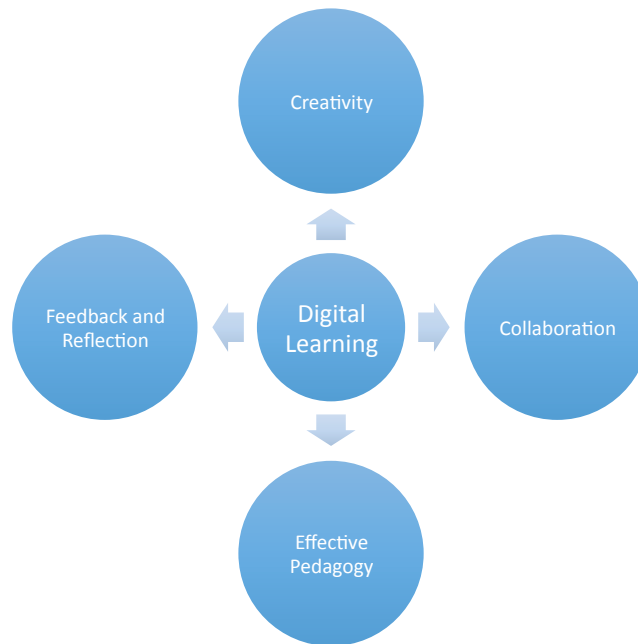
Figure 7: The Benefits of Digital Learning for Youth (Adapted from Picciano, 2017)

Figure 7 outlines benefits to youth from digital learning, all of which have prevalent effect to our research group based on relationship to our emergent themes. It can also increase the number of participants willing to provide feedback and reflection, due to it being so accessible to do so.

Effective pedagogy can be more attainable with digital learning, with more tools and elements available to promote participatory behaviour. Through our facilitation we gained the insights to see the possibilities that digital learning could bring concepts and topics for discussion with more relevance to current societies.

7   Conclusion

Finland, commonly known as having a monoculture society, and a world-renowned education system, has a population of youth with ever-growing struggles directly affecting their daily lives. The consequences of this sociocultural phenomenon have directly impacted the Finnish youth of all aspects of life. In order to target a lasting generational improvement, the youth of Finland should learn cultural plurality in schools beginning at a young age. The research conducted aimed at promoting inclu-

sivity and openness, due to the fact that an intercultural mindset is successful in creating a safe space for these themes and struggles to be discussed, and therefore more likely resolved within their peer groups and trusted teachers, whom youth spend the majority of their daily lives alongside in school.

From the research conducted in this project in the form of surveys with facilitation game participants, our first research question to uncover the main interests and concerns of the Youth in Finland was achieved. The main themes and concerns were identified, and solutions were proposed in relation to archival research support, with the aim of addressing the advantages and opportunities of empathetic relations towards different cultures. This attitude was discussed with promoting open communication among Finnish youth society to combat the host of other issues uncovered which Finnish youth struggle with in their daily lives.

The second research question of how games can educate the youth of Finland about different cultures was achieved through our facilitation and gamification process. Our experience with gamification was evident that topics such as intercultural and immigration which are typically not game-friendly topics can successfully be implemented and taught to youth through gamification to increase participatory motivation and involvement.

Further research following the facilitation and feedback surveys was conducted about the current world situation in order to uncover how the development of *Young New Horizons* could be expected and capitalized. With the whole world in a state of digitalized interactions, there is an increased potential for the game to benefit from pedagogical technological innovations for increased effectiveness and participatory motivation. One of the key elements for further and continued success with this project is through increasing exposure across a wide varied range of youth societies throughout Finland and potentially beyond. Through our evidence of the challenges that youth of different cultural backgrounds face with their acculturation experience in Finland, the importance of strengthening mutual openness and empathetic co-existence is absolutely necessary.

7.1   Reliability of Research Method and Approach

Through careful choosing of the most suitable methodology for the study of this research and abiding by the mechanisms to draw conclusions from data through the use of interpretivism and generalisation, reliability is ensured to the extent of this research purpose. Interpretism and generalisation were used due to the nature of this research, with results involving emotions and insights from participants that cannot simply be quantified. However, as stated by Williams (2000), the method of interpretivism in data analysis has its limitations as a method itself, leaving the researchers of this study to employ discretion in order to draw conclusions.

The use of participants following the facilitation, to give primary data and further insights to support the study purpose also increases the reliability and validity of claims and conclusions drawn from the research. Participants were given anonymity in order to promote unbiased answers and support the reliability of the feedback answers provided. However, due to the poor response rate for voluntary participation, the small sample of four participants has limited validity for drawing conclusions with causation or real populous validity. The researchers remained in contact with the participants throughout the research process and confirmed the validity of responses to be used in this research. By agreeing to have their anonymous answers used to draw further discussions, the participants gave increased validity to this discussion of this research. Therefore, the validity of the participant feedbacks was limited to fulfil the purpose of this research and a larger sample size of participants should be researched further in order to attain stronger conclusions that could be directly related to larger population groups in Finland.

7.2   Suggestions for Further Research

As the *Young* New Horizons Project develops with more facilitation games, feedback and experience, it is important to pay attention to its roots. The purpose of the project was to bridge the gap between divides of youth from a sociocultural perspective. In response to the emergent cultural theme from the participant surveys collected,

the project began to discuss solutions to teach and create openness towards cultural plurality starting at a younger age throughout Finnish schools. This can be a driving factor to help combat problems beginning with exclusion and building up to violence or violent thoughts towards different cultures.

Furthermore, the use of Shihadi Nizar 2005 study of the two-part approach to explaining and solving violence in schools, the pedagogical and psychological approaches, will assist researchers to solve one of the reoccurring themes throughout the research. Violence in schools has a domino effect on creating further problems when unsolved, bullying, escaping mechanisms, isolation etc. In order to combat and further research how to deal with the problem the two-part approach makes this task more approachable. One of the suggested approaches of Shihadi Nizar is the pedagogical approach involving two paths, the child centred approach, which indicates the use of non-violent workshops to help children cope with violent thoughts and aggressions independently. The second approach is a teacher-parent approach, which uses the teaching of discipline through respect of authority in order to combat aggressive tendencies. For the purposes of this research, the child-centred approach can be recommended, along with the project as a supporting tool to advocate for further research and resources to combat the issue of openness and cultural acceptance in Finnish schools. This further research is suggested in Finland specifically, where there is a relatively flat hierarchal and discipline level throughout the educational system and a receptiveness in children that could benefit the purpose.

Compliancy with the formatted research methodology used in surveys to gather feedback of participants, open-ended questions were used to allow free and valid formation of opinions. It is suggested that future work should include the development of a prototype for taking live question suggestions from *Young* New Horizons participants, with anonymity, for discussion and feedback in order to keep the topics current and engage a higher participatory motivation. Beyond this, in order to gage the productivity and success of the *Young* New Horizons project, implementing a system to gain feedback for students about their learning progress as well as for facilitators about their performance, would strengthen the external transferability of the discussions and skills learned. Research projects, which aim to determine this on

a one-time basis, can provide detailed feedback, however with a project such as *Young* New Horizons with a steady developmental phase it would be beneficial to have steady feedback as well for all parties involved.

8 Limitations of the Research

There is no perfect research method and every research has some limitations; this project is not excluded from this. The researchers aimed to find the main concerns and interests of the youth, and managed to attain many insights and interesting opinions about current youth matters. However, the voluntary participant response rate for our survey was poor, resulting in only four participants. With such a small sample size, the data collected could support the discussions of this research but could not be generalized onto any real society. Furthermore, the facilitation game and data collection process of this research was focused out of one school in one town of Finland, and therefore cannot create causation towards trends throughout other cities or parts of the country.

Furthermore, the philosophical stance of this research was interpretive, and as such the researchers deducted insights and themes from the data and analysed them in order to support the purpose and answer relevant questions. This deductive approach was best suited due to the nature of this study involving emotions, beliefs and opinions, which cannot be quantified. Through careful choosing of the most suitable methodology for the study of this research and abiding by the mechanisms to draw conclusions from data through the use of interpretivism and generalisation, reliability is ensured to the extent of this research purpose. However, as stated by Williams (2000), the method of interpretivism in data analysis has its limitations as a method itself beside the researcher and therefore the researchers own discretion was used when analysing and concluding results from the data collected. This presents some limitations to the reliability of the conclusions due to subjectivity of the researcher and is a drawback of the interpretivism methodology used in this study. In relation to this discretion of the researchers, it must be mentioned as a limitation to

this project that both researchers of this project had rather extensively studied cross cultural, multicultural and intercultural relations throughout their educational journey thus far prior to this research. It is impossible to analyse data objectively and therefore the tendency to draw conclusions and relate discussion to these topics has been realized, and although it was not an intention, it could not be completely avoided. The longevity of this research and all encompassing conclusions is to be used as a tool to support further research or the development of *Young* New Horizons to increase awareness and implement solutions to the prevalence of youth struggles in Finland. In order to combat the realization of bias and in attempt to increase the reliability of this research, methodological pluralism was employed for all processes of data collection, data analysis and conclusions drawn. As such, there is a corpus of research and data collection that was employed through a long time process to research this topic.

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Appendices

Appendix 1. Feedback Questionnaire Form

New Horizons Facilitation Feedback Questionnaire
Please circle your gender.
Male / Female / Prefer Not To Say
1. What three major problems do you think young people face today?
2. What challenging topic has current relevance in your own personal life that you would like to see as a discussion topic in this game?
3. When you are going through a challenging phase in your own life what are some coping strategies you find most helpful?
4. Would you find it beneficial to discuss ongoing challenges relevant to your life with your class-mates? Why or why not?
5. When you are facing a difficult challenge in your own life, how do you feel whilst at school?
6. How does studying with people of other countries make you feel?
7. And studying with Finnish people?
8. In what way would you describe how immigrant students are adapting to the Finnish society?
9. And what about the natives? How do they react to the arrival of people of other countries into their class?
10. Do you think that music and other entertainment activities help students become friendlier when they come from different cultures/countries?
11. What advice would you give a new student that has just come from another country about living in Finland.
12. Have you ever tried to help an immigrant feel more welcome in your country? If yes, how?
13. As an immigrant, has someone done something to make you feel more welcome when in a different country?
14. What have you learned recently, if anything, from having a discussion with another person?
15. How would you advice Finnish people to approach someone from another country? (choose a country you have some knowledge

Appendix 2. Participant Feedback

New Horizons Facilitation Feedback Questionnaire - Participant 1

Please circle your gender.

Male / Female / Prefer Not To Say

1. Which things did you like about New Horizons? And which did you not like?

2. What would you suggest as an improvement for New Horizons?

3. What three major problems do you think young people face today?

I think that the tree major problems are the fear of not found a job in the future, the fear of don´t be good in the society and the fear of don´t be anyone in the future.

4. What challenging topic has current relevance in your own personal life that you would like to see as a discussion topic in this game?

Maybe how to life in a country that is not your native country, like, how is all the proces that you need to pass for feel good in a country that is not your native country.

5. When you are going through a challenging phase in your own life what are some coping strategies you find most helpful?

At usual try to afront it by my self, but if I can't ask for help to my family or my friends. Also I try to think about what is the best thing for my future.

6. Would you find it beneficial to discuss ongoing challenges relevant to your life with your classmates? Why or why not?

Yes, because when you speak about this with a person that is the same age as you, you can see different views about a think and also you need to know different views for see which one is the best one.

7. When you are facing a difficult challenge in your own life, how do you feel whilst at school?

Obviously depends of which problem I´m having. But at usually if is a big problem I feel quite bad in the school because I think that I can´t do anything well and I´m all the time thinking about the problem.

8. How does studying with people of other countries make you feel?

It makes me feel so good, because thanks to this I learn a different ways to see the studies life and also to see different opinions about the things.

9. And studying with Finnish people?

Study with Finnish people is so nice. Thanks to study with Finnish people I see the life totally different now, when I was in Barcelona for me go to the school l was a bored thing and I always was thinking "you need to pass the exam, so you need to study" but now, I really like to go to the school and now when I go I think "you need to go to the school for LEARN, you don´t need to care that much about pass or not pass the exam"

10. In what way would you describe how immigrant students are adapting to the Finnish society?

I think that is basically adapting to have a more relaxed life, less stress, and life your own life and don´t think about the life of the others persons (no entendi mucho la pregunta, basicamente no se mucho como responderla)

11. And what about the natives? How do they react to the arrival of people of other countries into their class?

I think that for the natives at the beginning is a little bit weird and difficult because they are shy people, but after speak a little bit with you, they try always to help you with the school and also they help you that you feel part of the school.

12. Do you think that music and other entertainment activities help students become friendlier when they come from different cultures/countries?

I think that this kind of classes help a lot the people that come from another countries, because are classes that you can speak more and that you need to be with more people that not in math class that you need to do it all for your own and you need to pay more attention to the teacher.

So yes, I think that this classes are the best ones for make friends.

13. What advice would you give a new student that has just come from another country about living in Finland?

Take so warm clothes, and don´t be scare to go to speak with Finnish people, because they can be so shy, but when they know you they are the best friends that you would never meet.

14. Have you ever tried to help an immigrant feel more welcome in your country? If yes, how?

Yes, I had an American girl living in my home the last year and I was helping here for feel more welcome in my country. I was always telling to her to come with my friends to do things, trying to show her how we live in my country, and also trying to help here with the language

15. As an immigrant, has someone done something to make you feel more welcome when in a different country?

Yes. When they try to help me in the school and to help me for learn the language.

16. What have you learned recently, if anything, from having a discussion with another person?

I didn´t had any discussion.

17. How would you advice Finnish people to approach someone from another country? (Choose a country you have some knowledge of and explain how they should approach)

I will choose in Catalonia, and I just will say to them that they need to stop to be shy and just try to speak with all the people because at usual we speak with all the new people and also try to smile when they see someone in the street.

New Horizons Facilitation feedback + interview – Participant 2

1. Which things did you like about New Horizons? And which did you not like?

How there were questions about things people normally don't think about possibly ever.

2. What features do you think are essential in the game? What is the one thing that we should never stop doing?

The variety of cultural questions

3. What would you suggest as an improvement for New Horizons?

More real life problems present in this world like racism, sexism and how people judge others just by their looks possibly

4. What challenging topic has current relevance in your own life that you would like to see as a discussion topic in this game?

5. How does studying with people of other countries make you feel?

Growing up, I've always studied around people from different countries. I don't think people

Should feel a type of way when studying with people from another country than you or the

Same because that simply doesn't matter.

6. And studying with Finnish people?

same here as in no.5

7. In what way would you describe how immigrant students are adapting to the Finnish society?

8. And what about the natives? How do they react to the arrival of people of other countries into their class?

I guess everyone is shy at first and when we introduce ourselves

9. Would you find it beneficial to discuss ongoing challenges relevant to your life with your classmates? Why or why not?

It depends on the challenges you're going through because if its something like personal then maybe a close friend or someone you trust but if it's a situation where lots of people can relate to then yes because they might have gone through something like the challenges you're going through at the moment so they could give you advice on how to overcome them.

10. Do you think that music and other entertainment activities help students become friendlier when they come from different cultures/countries?

Maybe to some extent because when you listen to music from another country for the first time, you don't understand anything and the only thing that you can hear is the beat of the song.

11. What advice would you give a new student that has just come from another country about living in Finland?

Give people time to open up because Finnish people are very shy and don't really talk to each other much unless if you know each other from somewhere.

12. Have you ever tried to help an immigrant feel more welcome in your country? If yes, how?

Yes and no. I don't base people off of if they're an immigrant or not. I treat everyone the same and I will go talk to them and try to get to know them and their background

13. As an immigrant, has someone done something to make you feel more welcome when in a different country?

14. How would you advice Finnish people to approach someone from another country? (Choose a country you have some knowledge of and explain how they should approach)

I as a person who has lived in many countries before moving here cant really answer that from a Finnish perspective because I am a very social person and I will go talk to anyone regardless of their nationality. But maybe Finnish people can be more social and not be afraid to speak English because of their accents because the person might also have their own accent

15. Would you help us further by keeping in contact with us? Please write your e-mail, or phone number.

New Horizons Facilitation Feedback Questionnaire – Participant 3

Please circle your gender.

Male / Female / Prefer Not To Say

1. What three major problems do you think young people face today?

bullying, social media addiction and living in worldly ways

2. What challenging topic has current relevance in your own personal life that you would like to see as a discussion topic in this game?

Don't really have any challenging topic in my life right now but I do like to discuss challenging things happening in this world with my friends. Like how climate change is affecting our planet and how crazy things are happening in general…people making pedophilia okay and sexualizing kids and just demonizing this world through sending false media.

3. When you are going through a challenging phase in your own life what are some coping strategies you find most helpful?

I pray, read the Bible, worship, and talk to my friends and family.

4. Would you find it beneficial to discuss ongoing challenges relevant to your life with your classmates? Why or why not?

Yes, sure. I think that it is important for people to acknowledge what this world has come to be and if the things aren't too personal, I think discussing is a good way to share your thoughts and understand each other better.

5. When you are facing a difficult challenge in your own life, how do you feel whilst at school?

Honestly in difficult challenges I just put my trust in God and if I'm at school I might talk to a teacher or friend but usually I get through the situation with some courage.

6. How does studying with people of other countries make you feel?

It's great! You get to learn more about the different cultures and its way more beneficial than being with just people from one nationality.

7. And studying with Finnish people?

It's alright, though I prefer a mixture of nationalities.

8. In what way would you describe how immigrant students are adapting to the Finnish society?

I think pretty okay, at least the ones I know have coped well and learning a bit more every day.

9. And what about the natives? How do they react to the arrival of people of other countries into their class?

Difficult to say, some might not welcome them fully because of racism but some accept them fully. In my class everyone is accepted and it's very lovely!

10. Do you think that music and other entertainment activities help students become friendlier when they come from different cultures/countries?

Friendlier? I don't know I mean sure, these kinds of activities might help them socialize and learn more about the culture but don't know about getting more friendlier…I think most people coming from abroad are already pretty friendly I would say Finnish people need to get more friendlier…

11. What advice would you give a new student that has just come from another country about living in Finland.

I would tell them that many Finnish people are socially awkward and might not do that much small talk and I would tell them lots of stuff about this country also depending on where they come from…Iceland or Papua New Guinea it all depends what kind of culture they've been before in.

12. Have you ever tried to help an immigrant feel more welcome in your country? If yes, how?

Yes I've just gotten to know them shown them places hanged out with them taught them some Finnish words and basic things like that, making them feel welcome.

13. As an immigrant, has someone done something to make you feel more welcome when in a different country?

When I moved to Azerbaijan our neighbors welcomed us in a very nice way bringing us food and other local treats. My school also welcomed me in such a wonderful way even though I didn't understand a word of what anyone was saying.

14. What have you learned recently, if anything, from having a discussion with another person?

I've learned more about prayer and interpreting the Bible in different ways like how someone can understand the scripture in one way and someone else in another way.

15. How would you advice Finnish people to approach someone from another country? (choose a country you have some knowledge of and explain how they should approach)

Well for egg. someone coming from Azerbaijan should be approached in a warm way and if they are the same gender as you, you can kiss them on both cheeks and smile nicely, a handshake is also fine. Just talking to them about normal things is good, were all humans anyways, just don't offend their religion or culture know the basic things and use common knowledge so that this doesn't happen.

New Horizons Facilitation Feedback Questionnaire – Participant 4

Please circle your gender.

Male / Female / Prefer Not To Say

1. What three major problems do you think young people face today?

Stress

Peer pressure

Early drinking & smoking age

2. What challenging topic has current relevance in your own personal life that you would like to see as a discussion topic in this game?

I have no challenging topics atm.

3. When you are going through a challenging phase in your own life what are some coping strategies you find most helpful?

Family

Closest friends who actually know you well

Jesus music

4. Would you find it beneficial to discuss ongoing challenges relevant to your life with your classmates? Why or why not?

To some extent maybe. It all depends on what kind of people are in the class and what kind of problems we're talking about. I at least think there should be some kind of limit to how much you would tell people who just happen to be in the same class as you. As for the limit I'm not sure myself where it is.

5. When you are facing a difficult challenge in your own life, how do you feel whilst at school?

It depends again on how great the challenge is. I don't really know how to answer this question since I've never really faced any challenges that have been so unpleasant that I wouldn't be able to enjoy school!

6. How does studying with people of other countries make you feel?

Amazing! Since you can get to know more cultures and you can increase your general knowledge of the world.

I don't judge people on where they're from but what kind of people they are

7. And studying with Finnish people?

The same with foreign people as long as the person is nice then I don't mind.

8. In what way would you describe how immigrant students are adapting to the Finnish society?

I think well enough.

9. And what about the natives? How do they react to the arrival of people of other countries into their class?

Well depending on the personalities of the native people it can be either good or bad. I've experienced both

10. Do you think that music and other entertainment activities help students become friendlier when they come from different cultures/countries?

Of course, for example if you have common interests it helps people to interact and socialize which creates a friendlier atmosphere.

11. What advice would you give a new student that has just come from another country about living in Finland?

Don't just stay quiet and wait for people to approach you since Finnish people don't like exiting their safe zones too much, so take the initiative.

12. Have you ever tried to help an immigrant feel more welcome in your country? If yes, how?

Taking the initiative and trying to socialize with them. Also, just trying to show that there is someone they can ask stuff if they need help. They might need help for simple things such as where you can acquire bus cards and so forth.

13. As an immigrant, has someone done something to make you feel more welcome when in a different country?

-

14. What have you learned recently, if anything, from having a discussion with another person?

Well you need to socialize for that that and I'm not that kind of person, just kidding I haven't talked with such a wise person in a while for me to have learned anything

15. How would you advice Finnish people to approach someone from another country? (Choose a country you have some knowledge of and explain how they should approach)

Well In general approach people with smiles. Also, when approaching a Moroccan for example you should try and not offend them since they have tempers!