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RAISING AWARENESS ABOUT REFUGEE ISSUES THROUGH A SIMULATION GAME AMONG HIGH SCHOOLERS IN TARTU

Paulauskaite, Justina and Ainla, Regina

2016 Laurea

Laurea University of Applied Sciences

**RAISING AWARENESS ABOUT REFUGEE ISSUES THROUGH A
SIMULATION GAME AMONG HIGH SCHOOLERS IN TARTU**

Regina Ainla 1201813
Justina Paulauskaite 1201798
Degree Programme in Social
Services
Bachelor's Thesis
May, 2016

Paulauskaite, Justina; Ainla, Regina

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Year 2016 **Pages** 84

The purpose of this qualitative study was to find out, how can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ (‘Passages’) help raise awareness among youth. Its effectiveness, as an awareness raising method, was tested with the high schoolers of Hugo Treffner Gymnasium in Tartu. This study was planned and implemented in collaboration with Kalliolan Nuoret ry organisation.

The simulation game ‘Passages’ is an educational method developed by the United Nations High Commissioner for Refugees (UNHCR, 2010). The method is designed in order to share awareness about refugees. It aims to challenge the mind-sets of youngsters, in order to broaden their understanding. The particular simulation game ‘Passages’ was modified according to the theories we used, our needs and timetable. The thesis was informed by game theory, the experiential learning theory, the anti-oppressive practice theory, the empowerment theory, the values education and the theory of action. All of the theories greatly informed the planning, implementation and evaluation process of this thesis project. Naturally, all of it was based on youth work, considering that our target group was high school students. The empowerment evaluation was used to evaluate the overall thesis process.

Since it was a qualitative study, discussion and open-ended questions in the form of a questionnaire were used to gather data. Inductive content analysis method was applied to gather findings of the study. The findings from the study showed that the simulation game ‘Passages’ evoked many emotions and thoughts on different elaborate topics. The latter occurred as the participants assumed the role of refugees themselves, which allowed them to see the environment and journey of a refugee from a personal perspective. To add, the simulation game not only aroused many questions, but also ideas on how to share awareness and help maintain and support common values.

The simulation game ‘Passages’, that was conducted in Hugo Treffner Gymnasium, proved to be an effective educational tool to share awareness, whilst providing youngsters with a safe place to explore and be challenged. Lastly, after the evaluation and final findings of the study it is clear that the thesis was a successfully planned and implemented project. Such non-formal educational methods as a simulation game are increasing in popularity within the academia, as it greatly supports youngsters’ development. This implemented project could be expanded upon and developed more, in order to render even deeper effects on a larger scale.

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1 Introduction

At the moment Europe is facing one of the biggest refugee crisis in history. Large amounts of people are fleeing their home countries outside of Europe and are trying to find shelter, life and most importantly safety in Europe. “Forced to flee out of fear for their lives and liberty, they have often left everything behind, experienced terrible suffering and been separated from their families” (UNHCR ‘Passages’ 2010, 2).

It can be said that the vital information about the refugees and the refugee crisis is suppressed in Estonia and the image portrayed to the people is that of ‘economic migrants’ (Balgopal 2000, 198). The lack of experience and truthful information about the refugee crisis may give way to resentment and racist feelings towards refugees. According to Estonian Refugee Council “there is a need to develop better awareness about refugees: who they are, why they flee, what kind of situations they go through and what kind of help they need” (Estonian Refugee Council 2015, para. 2).

This thesis project is focused on acknowledging the lack of awareness about refugees and their plight in Estonia. Thus, we chose to implement a simulation game, where we attempted to raise awareness among young people about refugee issues. A simulation game, was selected as a mode of operation since “a simulation game works through the creation of a simplified but dynamic scale model of reality. It is an effective way of allowing people to live and feel a remote situation” (UNHCR ‘Passages’ 2010, 3) in a safe environment.

The project activities were informed by the game theory, the experiential learning theory, the anti-oppressive practice theory, the empowerment theory, the values education theory and the theory of action. All of these theories were consulted during planning and implementation of the simulation game.

This thesis project aimed to establish how the UNHCR simulation game: ‘Passages: An Awareness Game Confronting the Plight of Refugees’ (UNHCR 2010, 1), could help raise awareness among youth at the Hugo Treffner Gymnasium in Tartu, Estonia. The simulation game will be referred to by its name ‘Passages’ in this thesis research. According to the UNHCR “this particular game is designed to help create awareness, arouse emotions and encourage participants to take action on behalf of refugees” (UNHCR ‘Passages’ 2010, 3). This thesis project was conducted in partnership with Kalliolan Nuoret ry, an organization in Finland focused on supporting youth, families and their community development through active and preventive work.

2 Background of the thesis

In light of the current refugee crisis situation in Europe, it can be argued that for Europeans 'the refugee question' is one of the most talked about topics. Most of the information, which is accessed by the majority, is shared through the media instead of personal experience. Unfortunately, the picture drawn about the refugees in the media is often extremely negative and promising bad results, thus instilling fear of the unknown into the people.

Therefore, since one of the thesis conductors is an Estonian national, developments concerning refugee issues were followed in Estonia. Estonia itself as a country has a history of forced occupation by other larger nations. Not long ago Estonians were fighting for their own freedom, language and identity. The director of the Estonian Foreign Policy Institute and Professor of Baltic Politics at the University of Tartu, Estonia, Andres Kasekamp mentioned that, "under Soviet rule, Estonians and Latvians experienced mass migration, which put them on the verge of becoming minorities in their homeland, this historical legacy influences their emotions" (Juhasz & Viatteau 2015, para. 26). Reading the articles and forums on the social media, listening to the news, the thesis conductors were astonished on how antagonistic the attitude of the people became. Moreover, it could be argued that the media, politicians and the economic environment twisted the people's minds. There was noticeably a great lack of institutions, non-governmental organisations and public authorities approaching the issue. Meanwhile, the hostile attitudes of the people towards the refugee topic and policies, were used by the politicians as a great advertisement opportunity to raise votes for themselves. Uku Särekanno, the adviser to the Government of Estonia and coordinator of Estonia's presidency of the European Union at the Estonian Permanent Representation to the EU stated that "there is no doubt that the whole topic in Estonia is blown out of proportion precisely for political reasons" (Särekanno 2015, para. 1).

Furthermore, Helle Tiikmaa of the Estonian Association of Journalists in Tallinn, stressed in her interview for Germany's leading international media development organization that "the real issues are multi-layers of fears" also that "we speak about the fears of a small nation, of the loss of its language, of the loss of a culture built on language, of the loss of a national identity" (Pommereau 2015, para. 8). Eero Janson from Estonian Refugee Council mentioned that refugees "brought to the surfaces fears that have been in the society for a long time but that were never addressed" (Pommereau 2015, para. 13). Evidently, there is a lack of awareness and work towards addressing the subconscious fears within the Estonian society, in order to get acquainted with the refugee issue. It has been acknowledged by the thesis implementers that when "people lack personal experience, they are afraid of the unknown" (Juhasz & Viatteau 2015, 29). To strengthen the view, H. P. Lovecraft has said that "the oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is the fear of the unknown" (Lovecraft 1927, para. 2).

The United Nations have a long history of tackling and dealing with the refugee issue in various ways. One of their methods is the simulation game ‘Passages: An Awareness Game Confronting the Plight of Refugees’. Thus, it was chosen to be the tool to tackle the existing lack of awareness in Estonia. With our research we intended to find out in which ways the mentioned simulation game could help share awareness among youth about issues of refugees in Estonia. Since the game is well developed by the United Nations and explained in detail, it was easy to adapt it to our thesis project and implement it with the students at the Hugo Treffner Gymnasium in Tartu, Estonia.

The target group of the thesis were youngsters, since both of the thesis conductors are interested in working with youth. Smith, M. K. argued “that what youth workers do is to make relationships with young people through which the latter are supported to learn to examine their values; deliberate over the principles of their moral judgements; and develop the skills and dispositions to make informed and rational choices that can be sustained through committed action” (2013, para. 36). Thus, a group of Estonian youngsters was chosen for this thesis project. The thesis conductors acknowledge the power of working with young people to make an impact on the youth and their ability to develop their own values, moral judgements and choices. Furthermore Smith, M. K. adds that “uniqueness of youth work lies in its purpose not its method. Critical of (and misrepresents) the argument that youth as a social category is of diminishing significance” (2013, 28). Award-winning Filipino journalist Joseph Morong states that, actually, youth “have a lot in their hands, the opportunity to change things ...The way to counter that prejudice is through education, through repeating their history from their point of view” (Boudreau 2016, para. 17). Keeping this in mind and being young adults ourselves, a simulation game was seen by us as the best method of sharing awareness with youngsters in a meaningful way.

Furthermore, acknowledging the issue of lack of awareness, finding the simulation game to use as a tool and knowing our target group, lead us to the crucial part of familiarizing ourselves with what it means to be a refugee so we could best impart that through the simulation. According to the Geneva Convention on Refugees, the term refugee is applied to a “person who is not able to live in their home country of citizenship, because of fear of persecution due to their race, religion, nationality, membership of a particular social group or political opinion, and is unable to obtain sanctuary from their home country; or owing to such fear, is unwilling to avail themselves of the protection of that country, or in the case of not having a nationality and being outside their country of former habitual residence as a result of such event, is unable or, owing to such fear, is unwilling to return to their country of former habitual residence” (UNHCR 2010, 3).

To add, we had established a network with a working life partner Kalliolan Nuoret ry in Helsinki, Finland. Since the organisation is working with similar projects in Finland, approaching issues such as discrimination, prevention work, values education, youth

empowerment and other anti-oppressive topics, it was a great fit to our thesis project. During the first meeting with Kalliolan Nuoret ry representatives we explained reasons for implementing such a project and for choosing Estonia as the country of implementation. The organisation has history in working towards the inclusion of youth, and multiculturalism. Since Kalliolan Nuoret ry is organising various seminars, camps, projects, discussion evenings, the interest of the organisation was to know how effective the simulation game is and to which extent they could use it in their further projects and events. Thus, such a game as ‘Passages’ would benefit the organisation greatly in providing them with the structure of the simulation game, theoretical basis.

In addition to the game ‘Passages’, which is well known internationally, there are some other website links, which provide with variations of similar simulations that focus on different aspects of the life of a refugee (See the appendix number 1). Sadly, although such simulations as ‘Passages’ are known and used internationally, there are few research findings available of its implementation in the exact form as we chose to implement it. Charles Gleek from Games without Frontiers, who conducted a qualitative analysis after the implementation of simulations similar to ‘Passages’, states that the majority “of the students’ responses had a favourable view of participating in simulations with respect to their learning” (2013, para. 2). According to the Chatham House Palestinian Refugee Project report, “the simulation provided, in the words of one participant, an ‘overwhelming and fascinating’ opportunity to look at complex and interrelated refugee issues in a multidimensional way” (Chatham House 2008, 13). Such findings are valuable building blocks for further researchers. In addition, awareness raising work in Estonia is still in its infantile stages, the implementation of the project in Estonia is of value in terms of future study and development. The results of the implemented simulation in Estonia were of great interest to Kalliolan Nuoret ry as a point of reference for the future. Thus, it was agreed that the outcomes and findings of the thesis project will benefit Kalliolan Nuoret ry organisation in Finland even though the implementation was held in Estonia.

2.1 Working life partner: Kalliolan Nuoret ry

Kalliolan Nuoret ry is an association founded in 1974. This organization's focus is based on community values. Kalliolan Nuoret ry supports youngsters in various developmental ways, and aim to help the youngsters solve the problems that arise during their growth as soon as possible. Kalliolan Nuoret ry supports youngsters' inclusion in the society as active members.

Kalliolan Nuoret ry activities include Girls' Houses, Boys' House, e-house, camps, Kivistö partnership community centers, youth support housing community SaTu, youth employment activities, in Eastern Pasila multicultural work and community building work and in Puistola there are activities for young people as well as various developmental projects. The organization also offers advice on essential topics concerning sexuality and identity. It offers

assistance and support to youngsters, families and communities. Kalliolan Nuoret ry supports around 2000 youngsters. (Kalliolan Nuoret ry no date). The project that has inspired this thesis the most is Soputila, which is one of Kalliolan Nuoret ry projects since 2012 (Soputila; Kalliolan Nuoret ry no date). Through the Sopu project Kalliolan Nuoret ry “aims to prevent honour related conflicts and violence in families and communities” (Soputila; Kalliolan Nuoret ry no date). Sopu and Kalliolan Nuoret ry are used interchangeably in this thesis. Sopu attempts to raise awareness about various issues concerning discrimination, oppressive and abusive behaviour in relation to honour cultures and attempts to support youngsters in their struggles against discrimination and oppression. Sopu works with the youth and their families to create dialogue between the youngsters and the families in a gender and culture sensitive way (Kalliolan Nuoret ry no date).

The Mission Statement

Kalliolan Nuoret ry is part of Kalliola Settlement venture and its mission is to support lifelong learning, help people stay in charge of their own lives as well as better communicate with each other and to implement communal values. Kalliolan Nuoret ry is a non-governmental organization and is religiously unattached. (Kalliolan Nuoret ry no date).

Values

The following basic values form the guidelines of the Kalliola Settlement, which also belong to every association and foundation under the organisation:

- Confidence in the ability of people and communities to independently solve problems
- Equality
- Respecting people as individuals
- Diversity

The objective of the organisation would be to support local community to stay in charge of their own lives, be able to communicate with one another in a respectful manner and to implement communal values. (Kalliolan Nuoret ry no date).

2.2 Kalliolan Nuoret relation to the thesis

As above mentioned, Kalliolan Nuoret ry aims to promote equality, respecting people as individuals regardless of the diversities (Kalliolan Nuoret ry no date). Kalliolan supports the

community by supporting the individual. The organisation utilises various awareness raising and educational methods for youngsters and their families. Also, Kalliolan Nuoret ry offers educational courses and trainings for various professionals working with multicultural youth (Kalliolan Nuoret ry no date). The thesis idea was to facilitate a session on the topic of refugee issues, where the simulation game ‘Passages’ was used as a tool. Similarly to the methods used by Kalliolan Nuoret ry, the simulation game is an awareness raising method and serves as a community builder and an empowering method. Thus, although the implementation of this thesis project took place in Estonia, as a partner organization that is invested in community building and youth work, Kalliolan Nuoret ry was interested in the results of the thesis project. Since, the findings proved to be positive and show a great effect it had on the participating Estonian youth, Kalliolan Nuoret ry is interested in using the simulation game method and create such simulation workshops for local youth in Helsinki metropolitan area to raise awareness and combat discrimination. Through the use of various methods, including games and dialogue, awareness is raised and subconscious values are questioned and analysed. Thus, as the values of Kalliolan Nuoret ry and especially those expressed through the Sopu project, are anti-oppressive and empowering in nature; Kalliolan Nuoret ry was chosen as a partner for this thesis project.

3 Previous studies of the subject

In 1984 study, ‘Effectiveness of Role Playing, Case Studies, and Simulation Games in Teaching Agricultural Economics’, Steven Blank researched how role playing, case studies and simulation games can improve students’ learning (Blank 1985). “These techniques cannot compare with the lecture format when the objective is to convey large volumes of information, but they can improve the level of understanding concerning specific points” (Kolb 1971, 248). The study has shown that all three of the methods have helped greatly to improve students understanding of complicated matters. “However, the amount of impact each technique has on students varies directly with the amount of time required, as would be expected” (Blank 1984, 60). All in all, Blank hoped that these three tools; role game, case study and simulation games, would be developed even more and used widely by the teachers to foster better learning for all types of learners all over, especially concerning difficult matters that cannot often be explained with words (Blank 1984; Kolb 1971, 248).

Furthermore, North Dakota University Extension Service has facilitated simulation games to help people from various professional and social backgrounds understand poverty and its effects on people since 1996. Research had indicated that many professionals lacked the understanding of poverty and its effect, because they had no personal experience of poverty. It was argued that the lack of experience, awareness and understanding of the issue at hand, impaired the professionals from providing proper service and kept the community from growing in understanding and empathy towards those affected by poverty. The immediate

impact of the poverty simulations conducted by the North Dakota University Extension Service was a notable change in attitudes and opinions of people towards those affected by poverty and improvement of service provision (Pankow 2006).

In 2012 students from Laurea have implemented a thesis project called ‘Developing anti-racist awareness for leaders and participants at Nuoret Kotkat activities’. It was a qualitative research which included a three day training for youngsters in order to “develop anti-racist and anti-discriminative awareness among leaders and participants from the children and youth organisation Nuoret Kotkat” (Bernhauser et al. 2012). The findings shows that participants learned the most from the practical experiences of the training weekend. “The volunteers liked that they had to imagine how it would be for people to be in one of the described situation and to find a solution from this point of view” (Bernhauser et al. 2012). This research also supports our idea to implement a simulation game with youngsters and in that way share awareness about refugees.

In 2002, a study on ‘collection of methods, tools and good practices in the field of domestic violence (area D of Beijing Platform for Action) awareness raising’ was conducted “in order to identify, collect and systematise the resources and information on training in dealing with domestic violence, awareness-raising and victims support services; identify gaps and needs; and provide recommendations for further development” (Institute for Gender Equality 2002). During the study it was recognised that among various activities the awareness-raising activities had the most effect in altering public opinion. All in all, raising of awareness through a simulation game can be viewed as a tool especially when it comes to changing attitudes and certain behaviours, spreading of knowledge and instilling of values.

4 Theoretical basis of the thesis

As D. K. Padgett mentioned “qualitative researchers often use a variety of theories and conceptual framework to mine relevant concepts for use” (2008, 12). As for theoretical basis, this thesis project is informed by the anti-oppressive theory (Dominelli 1997, 2002; Thompson 1997), which encompasses empowerment theory (Gutierrez et al. 1998), values education theory (Cox et al. 2010) and theory of action approach (Argyris et al. 1985). All of the above mentioned theories were chosen, because they seek to empower and bring about positive change on the personal, structural or community level. To add, we based our simulation game on the theories mentioned above, because they have helped to design and choose the events, which we have provided to the participants. We had all of these theories involved in the process, because each of them complement sequence of events during the thesis project. Moreover, we paid great attention to theories related to youth, since our target group was youth.

"Today, xenophobic tendencies threaten the centuries-old tradition of granting asylum. As a result, protecting refugees also involves explaining to the public exactly who refugees are and what they have been through. It is essential that people understand that refugees are not a threat to them, but are themselves threatened" ('Passages' 2010, 2). The United Nations High Commissioner for Refugees stated that "an essential aspect of our efforts to create public awareness is the promotion of refugee issues among young people" ('Passages' 2010, 3). For years, UNHCR has attempted to raise awareness about refugee issues through educational materials, videos, posters and even interactive games. Helping the receiving community understand the plight and the culture of the ones that they receive. Especially in light of the inevitable refugee crisis of today, it is in the long run empowering to the whole community to overcome the resentment that may block progress and adapt an attitude open to change and growth.

4.1 Youth work

Since the target group of the thesis is young people it was very important to gather theory about the youth work. When speaking about the definition of 'youth work' it includes so many meanings and interpretations; some people may say it is mentoring young people, organising youth camps and events, working with street children, advocating youth rights, running a youth club and many more variations. Thus, it is evident that youth work and understanding of it has developed and progressed over the past years. As M. K. Smith mentioned that actually "when we explore the theory and practice involved with these we can find some key elements that define youth work" (2013, para. 22).

In many countries youth work is associated with community work, volunteer base non-governmental organisations and associational life. Previously mentioned niches are very important for individual's development. It provides youngsters with an environment where they feel safe, listened, and able to self-express (Smith 2013). According to M. K. Smith youngsters "who belong to groups are happier and healthier than those who do not; and that neighbourhoods where there is community activity tend to be safer and economically active" (2013, para. 15).

M. K. Smith differentiates five descriptions of what youth work involves:

1. Being focused on the young people
2. Underlines voluntary involvement
3. Building relationships
4. Flexibility, openness, acting with integrity

5. Concerned with welfare of young people and the education

According to M. K. Smith “It is through these five elements that we can begin to make sense of the dominant discourses of youth work” (2013, para. 26). Furthermore, the English Department of Education and Science (1987, para. 22) states that youth work can help develop the capacity of youngsters to: “identify and develop their capacities—physical, intellectual, moral, spiritual, social and emotional; identify and accept their responsibilities, as individuals, citizens, group members; evaluate the contexts in which they live and act accordingly”.

Taking all of it into consideration, it became clear that since we, thesis conductors, are interested in the youth work and we are obtaining degree in social work, it is also our responsibility to contribute to youth development and youth support. Nevertheless, recognising the possibility to make an impact on someone's life, to contribute on expending youngster's moral and emotional development seemed even more valuable when implementing thesis project. The chosen simulation game for it was also developed in an accordance to sharing awareness within youth.

It was crucial to take into consideration what the social workers has to focus on when working with youngsters. The description of M. K. Smith (2013) of what youth work involves was very clear and also gave ground to our thesis project. To add, when working with young people it challenges also the worker to be more creative and thinking of attractive methods, in order for young people to enjoy and learn through non-formal educative methods. Thus UNHCR simulation game “Passages” seemed as a perfect fit according to the theory, likewise for the thesis goals and target group. The simulation game method allowed creativity, flexibility, active participation and self-reflection. It also provoked youngsters to look at their environment and understanding of it more critically (Department of Education and Science 1987). Thusly, fulfilling the goals of youth work to make a change, share awareness and broaden the understanding of the environment and self.

4.2 Game theory / Experiential Learning Theory

According to Springer International Publishing site “Experiential Learning Theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. It is a holistic theory that defines learning as the major process of human adaptation involving the whole person” (no date, para. 3). This thesis project focused on active participation in order to be able to collect trustworthy findings. All of the participants were invited to join active simulation game “Passages” where

they could go through different situations and experience different emotions, thoughts and actions that were provoked during the game.

Another reason why this thesis project was implemented through a simulation game is, because the refugee question is an extremely emotionally loaded topic and cannot be discussed raising controversy easily. According to Wildman and Reeves “games can provide realistic and safe ways of examining the real world whilst providing an enjoyable and supportive learning environment” (1996, para. 6). Furthermore, Ramsey “suggests that when games/simulations are effective, their application to ‘real life’ is clear. Participants become aware of their own values, the atmosphere is one of self-discovery and continuous revelation, and the experience is fun” (Graham et al. 2008, 68). The simulation game allowed the participants to learn about a difficult subject through ‘experiential learning’. Experiential learning is defined by Kolb as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb 1984, 41). According to the research carried out by the Iowa State University, games and “simulations are a type of interactive group educational exercise that promotes experiential learning as learners live through a 'real-life' situation” (Pankow 2006, 48). Simulations are an effective learning method that has been shown to be very useful, in some cases, in terms of retention of knowledge and attitude change (Pankow 2006). Also, according to UNHCR “games are one of the best methods to help people understand phenomena which are complex and far removed from their everyday lives. A game allows participants to experience emotions in a very personal and enduring manner, but on a smaller scale than in real life” (UNHCR ‘Passages’ 2010, 2). Thus in order to convey a personal experience to the youth, which can be much more effective than statistical knowledge, the participants were asked to assume an assigned role and experience the consequences of their decisions as they carried out the role (Pankow 2006).

One of the most important parts of the experiential learning is that it allows and provides a complete freedom for the participant to learn from the provided situation. Not only the participant is supported in taking an action or initiative, but also constant decision making “which set of learning abilities he or she will use in a learning situation” (Stenberg 2001, 228). Thus, the simulation game ‘Passages’ exactly as mentioned previously, provided participants with different situations, where constant decisions had to be made either about their action, behaviour, self-expression, disclosure or even mood.

As Newman stressed that “Experience is complex...We construct and reconstruct our experience, falsify it, break it up into episodes, allocate to each episode particular truths of our own” (Moon 2005, 107). Participants were empowered to think critically, to work in group and also participate as an individual, to be responsible for own and groups actions. Cell suggest another dimension which is: “We tend to experience what we believe we will experience” (Moon 2005, 107). Clearly the simulation game challenged till the fullest the

students to not be able predict and get out of their comfort zone. All of the experiences of each and every participant were authentic and belongs only to them. To add, our culture, upbringing, values and environment have a huge impact on our decisions and experiential learning. As J. A. Moon mentioned that “an experience itself has no meaning until it is endowed with meaning by the individual who mainly draws on socially constructed meanings” (2005, 107). It is also another value for our thesis project since it was implemented in the group. In this way not only the mind-set of individual was challenged, but also the constructed meanings of the society and surroundings.

Nevertheless, experiential learning is greatly supported by non-formal education. Many of the methods used in non-formal education involves action, group work, creative methods. According to J. A. Moon “experiential learning is differing from formal learning in that it is largely unstructured; begins with experience, not principles and concepts; is more personal or individualised; may be ‘unconsciously acquired’ and is ‘usually more permanent’” (2005, 108). Thus in our simulation game youngsters went through the experience, which was a simulation game. It was motivating to see how involved students were. It was really powerful, empowering and encouraging tool it was for the students.

4.3 Anti-oppressive/Empowerment theory

This thesis project was informed by anti-oppressive theory, which seeks to challenge and equip the individual to bring about change in his community. Promotion of anti-oppressive practices and values empowers the individuals and in the long run also the community that these individuals operate in. According to Gutierrez et al., empowerment is “the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations” (1998, 57). UNESCO points out that “attitudes predispose us to respond in particular ways to people and events. They are not so deeply felt as values and quite often change as a result of experience” (Cox et al. 2010, para. 2). In this thesis project, anti-oppressive theory was displayed through raising awareness about the refugee issues among a society that has openly displayed its resentment towards the refugees through politics and media (Postimees no date). Thus, although not all the citizens of Estonia may come into contact with refugees, and not all the youth who participated in the project will encounter refugees, their values and attitudes can be altered through a better understanding of what it means to be a refugee themselves. Therefore, in order to communicate the refugee journey and the issues that they encounter to the youth on a personal level, the participants were asked to assume the role of a refugee.

As the refugee crisis is an acute concern in the world today, anti-oppressive theory was chosen, because it aims to acknowledge the current oppression in the society and it helps to

remove negative stigma. It is important to mention that practise from anti-oppressive theory is always evolving and innovative. Dominelli states that “in challenging established truths about identity, anti-oppressive practice seeks to subvert the stability of universalized biological representations of social division to both validate diversity and enhance solidarity based on celebrating difference amongst peoples” (2002, 39). To be more specific, anti-oppressive theory deals with the negative experience of the individual, gives emphasis on reforming and empowering the individual and changing his values, attitudes and beliefs to a positive perspective.

Anti-oppressive practice means recognizing power imbalances and working towards the promotion of change to redress the balance of power (Dalrymple et al. 1995). When considering the topic of this thesis project and its connection to the theory it was important to understand that both of the sides needs to be empowered and worked with in an anti-oppressive manner. In a way refugees are at a loss of power in any country that they venture to. Thus, this thesis project aimed to provide non-racist methods, which empowered youngsters to respect each other, to seek out new knowledge and be empowered to share this awareness with the others and not to indoctrinate the participants into blindly accepting everything that was told to them.

4.4 Values Education

This thesis project was also strongly informed by the values education theory approach. The values and ideas that people live by affect how they relate to other people and how they conduct life (Cox et al. 2010). Regardless of the often negative sentiments of the societies towards refugees and globalization, the intercultural mixing of today’s society cannot be halted or reversed overnight. Thus, it can be argued that it is in the interests of a productive and strong society to integrate its new members, combat oppression and racist ways of thinking.

Values education theory examines the fact that we live in a pluralistic society and must learn to respect and accept one another. Tolerance should be connected to all intelligent moral views. “Every education is, in a sense, value education. ‘Value less’ or ‘value neutral’ education is a contradiction in terms, given the meanings of ‘value’ and ‘education’. Education, in its aims, curriculum and methods, is inseparably linked with values” (Seshadri 2005, para. 4)

With this thesis project we aimed to create a safe environment where we shared and learned values from one another in a peaceful way. According A. Singh study on values education, “the results demonstrated that the impact of character education was significant in relation to the provision of a positive and supportive environment, positive influence on institutional

culture, increased cooperation between staff and students, creation of an atmosphere conducive to teaching and learning, improved attributes of the students and attraction of the students to the institution” (2011, 7). Moreover, everything in our lives is based on values that we have. Some of them we get at a very young age and some we learn with time. The purpose of this thesis was to teach youngsters value of acceptance, tolerance and respect. “Let us all say to be open-minded is to be receptive to new ideas, new distinctions, new claims, new arguments new commitments, and quite generally, new ways of doing things” (Meyer et al. 1975, 43).

Therefore, as values and attitudes cannot be dictated, this thesis project was strongly informed by values education theory and aimed to help the participants become aware and more informed about the plight of refugees and in this way reduce the oppressive attitudes towards the refugees in their own circles.

4.5 Theories of Action

Another method applied in this thesis project was the theories of action method. The main focus of the theories of action method is on the human being who is responsible for his actions. “To see human behaviour under the aspect of action is to see it as constituted by the meanings and intentions of agents” (Argyris et al. 1985, 76). Agents are designing the action and hoping for certain consequences and outcomes if the action is effective enough. They construct meaning and give sense to their environment. When designing action, the agents are required to simplify the environment in order to achieve wanted consequences (Argyris et al. 1985).

Thesis project aimed to challenge youngsters to question certain situations and facts, to analyse the refugees’ journey to a foreign country. Participants actively participated in the simulation game, where they were asked to not only speak and express but also to take action. “These theories may be thought of as a very large set of complexly related propositions. The form of a proposition in a theory of action is, ‘in situations, to achieve consequence c, do action a’” (Argyris & Schon 1974, 65). “From the perspective of the agent who holds the theory, it is a theory of control. It states what the agent should do to achieve certain results” (Argyris et al. 1985, 145).

There are two kind of theories of action: espoused theory and theory-in-use. Espoused theory is the one that individual follows and theory-in-use can be recognised through actions (Argyris et al. 1985). Quite often it happens that people’s actions differ from what they say or believe. “Our distinction is not between theory and action but between two different theories of action: those that people espouse, and those that they use” (Argyris et al. 1985, 55). Argyris et al. emphasize that what people do is not accidental, but that as agents they hold the

responsibility for their actions and it is very important for the members of the society to understand that actions have consequences. "Actions have consequences for the behavioural world, for learning, and for effectiveness" (Argyris et al. 1985, 146). So, it was the hope of the facilitators that the participating youth will comprehend the power that they hold as individuals in combatting oppression, racism and negative sentiments concerning the refugee question in Estonia. Although the youngsters might not be able to combat the prejudice and oppression on the political or structural level, it was the aim of this thesis project to convey to the participants the power to change that they already possess and share awareness on a personal and community level.

Argyris et al. also suggest that within the organisations and individuals there exist defence routines. It is thought that routines are our actions and thoughts used to protect ourselves and others. It is the usual way when dealing with the reality (Argyris et al. 1985). With an ongoing refugee crisis in Europe we can clearly distinguish defence mechanisms from the societies in Estonia. People are clearly and openly showing negative emotions and response towards the refugees and their acceptance in Europe. The process of scapegoating and othering is commonplace (Postimees no date).

5 Conducting the study

For this study simulation game was chosen as a tool to share awareness about refugees within youth. Thesis project was implemented on the 30th of March, 2016 in Hugo Treffner Gymnasium, Tartu, Estonia. Prior to the simulation game the implementers had 30min to prepare the hall which was provided by the school and were the simulation game was carried out. When students gathered in the place, thesis conductors introduced themselves and allowed students to do the same. It was also explained shortly what kind of thesis project it is. Students were told that they will take roles of refugees, thesis inductors took roles of instructors and officers.

After the presentation warm up game was introduced by the thesis conductors. All of the participants had to group in pairs where they had to follow a hand of one person in the pair. The game evolved as participants were grouped in bigger groups, up until all of the twenty-five students followed one leader and had to move accordingly to his hand movements without any exceptions. This game was implemented in order to loosen up, feel more comfortable and most importantly, it showed how easily people are being manipulated, and leaded by one leader just because someone instructed to do so.

Then it was moved towards the explanation and implementation of the simulation game. Youngsters were introduced with the idea of the simulation game. They were also asked to try to do their best when being in the role, since it had also a big effect on other students

learning outcomes. To add, 'SOS' cards were introduced, every participant got one and had a chance to use it when he/she did not feel comfortable, or could not continue in the role and game. Then students had to choose a secretly coloured rope which later on revealed the group that they belonged to. It happened so that three groups consisted of six people, one of five and one of three. Each participant was provided with the blindfold and families with the family sheet to fill. Every group came up with their names and family name, they also had to introduce their family to the other groups.

After the introductory part, students were asked to mix and spread in the hall, to put the blindfolds. The instructions were provided and they had to find their family members, whilst loud sounds of war, such as bombings, rockets, and airplanes were played on. When students accomplished a mission to find their family members they were kept listening when blindfolded to the sounds of war. After it, the students were provided with the emergency supply case to fill in. After they succeeded in doing it, marked with square event cards were distributed which in all of the cases required to decide what to leave from the emergency supply list.

Afterwards, students were instructed to spread out and leave to the temporary shelter. They were provided with corresponding event cards marked with number '1'. Cards described accidents and other bad circumstances that happened to their families on the way and had to be taken into the consideration by the participants. Nevertheless, students were left in the tight shelter without explanation and given no exact time to wait. Some of them started asking questions and talking to one another. All of the participants were asked to speak as quiet as possible and better not to speak at all, none of the question were answered.

After participants spent some time in the shelter, they were asked to make a decision to leave a country or not. In the family all of the members had to agree on one opinion, only then they could proceed further. Corresponding diamond shape event cards were distributed again to make their situation and life even more difficult. After all of the families decided to leave unsafe country, they needed to cross the border. All of the participants were asked to sit on the floor in one line and face the wall. They were not explained or told why they cannot look back, why they have to sit in silence, they were simply provoked to accept the rules of the border. All of the students had to put the blindfold and just wait. Firstly, only the leaders of the families were invited to stand up and follow the border officer. They needed to crawl blindfolded, overcome obstacles on the way and only then they were allowed to take their family members and help them pass through the border.

Eventually, all of the families crossed the border and were given forms to fulfil. The applications were not understandable and border officers after inviting the family to present themselves with a completed form and explain the reasons why they want to cross the border, had full power to dismiss and sent them back. All of the families had to come up with

reasons why they would be beneficial to a new country, how they could contribute to the local society etc. Some were sent back to fix and rewrite the form. Another families were given extra task to figure out the password.

Moreover, after the border crossing all of the families were asked to set up a camp and were given again flower shape event cards. They were told that there is a limited amount of supplies for them, thus they have to choose certain things and mark them on the paper. After five minutes they were introduced that more refugees joined the camp, thus the supply list got tightened and they were provided with a new one. After three minutes again officers announced that even more refugees came, thusly they were told that there was nothing left from the supply list except the water, which was provided to the participants. After it the simulation game was closed and everyone was asked to join the circle and share their feelings, ideas, emotions, thoughts that raised during the simulation game.

All of the activities were designed to provoke the participants and put them out of their comfort zone. It was visible during the process for the thesis instructors that students were confused, not happy, had many questions, expressed being uncomfortable etc. Also students shared various strong emotions, such as: confusion, tiredness, boredom, sadness, curiosity etc. In this case, the discussion and feedback parts were crucial since the activity raised so many thoughts, topics and feelings. It was also very interesting and valuable for the thesis conductors to hear what participants had to say and how it made them feel.

5.1 Research question, aim of the thesis

According to Bruce L. Berg “it is important for the action research investigator to recognise that the issues to be studied are considered important by the stakeholder and are not simply of interest of the researchers” (2004, 199). As one of the first steps taken by the conductors was to meet Kalliolan Nuoret ry representatives and discuss the thesis ideas, their needs and find a common ground for the study. Bruce L. Berg also said that “a good way to develop answerable questions is to brainstorm” (2004, 199). Hence, during the meeting, the thesis implementers gathered abundant information on the possible issues and questions that the organisation is dealing with. Also, Kalliolan Nuoret ry’s target group is young people, their families and communities, especially through the SOPUtilat project, addresses topics as lack of awareness. Thus, it was agreed that the simulation game ‘Passages’ will be tested in Estonia as an awareness sharing tool with young people and an implementation of a similar simulation session by Kalliolan Nuoret ry in the future, would be extremely effective.

The aim of this study was to determine to what extent the simulation game, ‘Passages: An Awareness Game Confronting the Plight of Refugees’, was an effective method of raising awareness about refugee issues among youth in Estonia. The objective was to observe and

gather data on the kind of feelings, thoughts and associations the simulation game method evoked and how it can impact the future actions and decisions of the participant. “The traditional approach, often referred to as quantitative research, leads to hypothesis-testing research, whereas the qualitative approach leads to hypothesis-generating research” (The Yeshiva University Fatherhood Project no Date). Thus, in order to avoid ‘hypothesis-testing’ and instead conduct a ‘hypothesis-generating’ qualitative research was chosen. The research was informed by anti-oppressive theory (Dominelli 1997, 2002; Thompson 1997), empowerment theory (Gutierrez et al. 1998), values education theory (Cox et al. 2010) and the theory of action approach (Argyris et al. 1985). Furthermore, empowerment evaluation theory played a great role in the formation of the research question and the data collection methods (Fetterman et al. 2005; Sherriff et al. no date).

Through the thesis project an environment was created where young people from the Hugo Treffner Gymnasium in Tartu, Estonia were able to participate in the activity and reflect on the topic of refugee issues. Not only were they invited to reflect but to become active participants. Through personal participation in the simulation game the students created personal experiences that according to the experiential learning theory have great effect in bringing about change in people’s attitudes (Kolb 1971, 1984). Also, the research question calls the participants of the study to take an action. In line with the empowerment theory and anti-oppressive practice theory, the notion of raising awareness is about taking action either on another’s behalf or for the sake of self to bring about change (Gutierrez et al. 1998; Dominelli 1997, 2002; Thompson 1997).

Thus, the research question aims to find out the way to equip the participants, in this case students, with the methods learnt in a simulation to put into action in real life. After all, if the application of a game can be clearly related to real life, it may be an effective and empowering factor for the youngster in the future (Graham et al. 2008, 68; Smith 2001).

The research question in this study is:

How can the game “Passages: An Awareness Game Confronting the Plight of Refugees” help raise awareness among youth?

5.2 Research method

Qualitative research methods were used in this study; written, open-ended questions in a feedback form, open discussion, observations and content analysis for analysing the raw data. Since it was very important for our study to find out feelings, experiences, emotions and perceptions that the simulation game might provoke, it was a better fit to use a qualitative research method rather than quantitative. As stated by Miles and Huberman in D. Silverman’s

book “<...>, qualitative data comes in the form of words rather than numbers” (2005, 35), which was exactly the case in this research. The experience of each participant was unique and equally important to the study, thus qualitative methods to conduct the research were used.

As D. K. Padgett would point out that “qualitative studies seek to represent the complex worlds of respondents in a holistic, on-the-ground manner” (2008, 2). In this study it was important to take into account the “big picture” of the participants’ expressed opinions, behaviours and emotions. As mentioned in the book Qualitative Methods in Social Work Research, qualitative methods stress on being inductive over deductive methods. In a study as such, it is impossible to predict the outcomes, reactions or opinions of the participants in advance. In addition, subjective rather than objective reality, meanings and questions are presented. In conducting qualitative research it is crucial to be flexible and react during the process of implementation. In addition to written opinions, thoughts and emotions, the environment, and actions of the participant must be observed. When conducting qualitative research, the flexibility of the researcher is a primary skill. Moreover, there is a thin line between flexibility and serendipity in such study, which also creates excitement and challenges during the study process. (Padgett 2008.)

Furthermore, this research aimed to challenge the subconscious thinking patterns and encourage the participants to examine their values. One of the main reasons why qualitative research was used, was to determine what kind of experience it was for the participants and whether the aim of the thesis was achieved. Unfortunately, until the day before the actual implementation of the simulation game, there was a lot of uncertainty as to whether it will be allotted five hours, four hours or merely one and a half hours. Due to the pressure of time it was decided that instead of the interviews, the realistic way to collect the data was to have open-ended questions in the questionnaire, which became our documents. “Open-ended questions usually begin with a how, what, when, where, why and provide qualitative instead of quantitative information” (Popping 2008, 1). On top of that, oral feedback during the process was collected, as well as, a short discussion directly following the simulation game.

As J. Ritchie et. al, mentioned in the book ‘Qualitative Research Practise. A Guide for Social Science Students and Researchers’ “<...> there is no single, accepted way of carrying out qualitative research. Indeed, how researchers proceed depends upon a range of factors” (2014, 2) such as, beliefs, aims and goals of the thesis, nature of knowledge, background of the participants and the environment itself. As in this thesis we aimed to create an environment, where the participants could join the simulated event and experience, while showing to us, the researchers, what kind of effects it has on the actors. It was impossible to predict the outcomes and reactions of the participants beforehand, thus inductive content analysis was used in the research.

What is also very important for a qualitative research is that it aims to provide “<...> in depth and interpreted understanding of the social world of research participants by learning about the sense they make of their social and material circumstances, their experiences, perspectives and histories” (Ritchie et al. 2014, 4). It again supports the view of this study, which was not to provide numbers, likes and dislikes, but to provide the reader with rich and complex data. This qualitative research “respects the uniqueness of each participant” (Ritchie et al. 2014, 4). The opinion of every participant matters and provides the research with vital data.

5.3 Participants

Twenty six participants participated in this study. All of them have taken part in the simulation game ‘Passages’ (UNHCR ‘Passages’ 2010). Since this thesis project was conducted in Estonia, all of the participants were Estonian citizens. All of the participants were twelfth graders, between the ages 17 to 19. The age is not precise, because the age of the participants were not asked in the research. The participants were students of the Hugo Treffner Gymnasium in Tartu city, Estonia. No specific profile of participants was composed or required beforehand, so the school chose a class of students for the simulation game according to their own judgement. Participants knew each other beforehand.

In the very beginning of the game we, the facilitators, announced that the topic may raise much discussion, questions and feelings to be addressed. However, due to time constraints set by the school, many of them may have remained unaddressed. So, if the latter was the case, the participants were provided with the facilitators contact information for further discussion, information on the topic or the simulation itself. Unfortunately, in comparison to a vast topic as such, the given time to explore it in depth, was minuscule. Also, the participants were offered the possibility to find out the findings of the conducted thesis by contacting us via email. No contact information was gathered from the participants, since the simulation game took place in the school environment during lesson time, collecting the youngsters’ details might have put extra pressure on their performance. We hoped for as natural a behaviour in the simulated situations as possible.

All in all, it was great to see that all of the participants engaged in the simulation game. To add, all of them were provided with ‘S.O.S.’ cards in case of emergency, or not being able to continue in the game, yet none of the actors used it. The latter indicating that the game was not too difficult and none of the participants felt that they wanted to quit mid game. All of the participants, followed and carried out the task, listened attentively and fulfilled the requirements stated by the facilitators. For certain, each participant found the game

challenging at different times and in various ways, yet they all embraced the challenges and learned through them what there was to learn.

5.4 Simulation game

Moreover, the modus operandi chosen for this project was a UNHCR's educational tool, "a simulation game designed to create a better understanding of the problems of refugees" (UNHCR 'Passages' 2010, 2). According to UNHCR the game is designed in order to "discover the concrete problems which confront refugees; feel the psychological anguish caused by separation and flight; see what forces people into refugee situations and the train of events that brings them to refugee camps and beyond; think about possible solutions to refugee problems, particularly with regards to integration within the country of asylum and repatriation to the country of origin; adopt a more welcoming attitude towards refugees in their own countries; become motivated to undertake actions on behalf of refugees" (UNHCR 'Passages' 2010, 3).

Also, 'Passages' can be played in various situations: with young people of different ages and ethnic backgrounds; with groups of different sizes; with schools groups, youth organizations, community groups, etc.; both indoors and outdoors" (UNHCR 'Passages' 2010, 3). Thus, as the aim of this thesis project was to test the effectiveness of the simulation game in raising awareness about the refugee situation, it was of great interest to the working life partner Kalliolan Nuoret ry, Soputilat project. This simulation game challenge youth to experience different situations, which have evoked uncomfortable emotions, such as, anger, sadness or simply tiredness. As the youth were in a simulation, facilitators were present and the situation was fashioned in order to provide safe environment for the youth to encounter the above mentioned emotions and thoughts. The discussion and debriefing segment at the end of the simulation game allowed the youth to discuss their feelings and experiences and to further contribute to their own personal growth and change.

5.5 Data collection

Taking into consideration that up until the day prior to the implementation, the conductors of the project were not aware of the time given for the simulation game, it was decided that written documents, observations and group discussion would be used to gather data. To begin with, the researchers took notes of the observations during the simulation game. As B. B. Kawulich mentioned in her article, "participant observation is considered a staple in anthropological studies, especially in ethnographic studies, and has been used as a data collection method for over a century" (2005, para. 5). Therefore, observation as a method in

the qualitative research can benefit the study in many ways and was utilised in this study. Most importantly it provided with nonverbal expression of feelings, determined the communication within the group and personal expressions during the simulation game. As was mentioned in Kawulich article “the goal for design of research using participant observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method” (2005, para.7). Observation was used in order to increase the validity of the research. Not to mention, it allows for a better understanding of the phenomenon and context under study. Observation also supports the findings of other methods such as documents and focus group discussions (Kawulich 2005). Since in this simulation game there was a lot of action, movements and change of situations, observation method helped to collect necessary data, which otherwise would not have been collected.

Focus group discussion was another method used for data collection. As J. Kitzinger pointed out in his article, “Focus group methods are also popular with those conducting action research and those concerned to “empower” research participants because the participants can become an active part of the process of analysis” (1995, 300). Since our main aim was to empower participants through the simulation game, it was very important to see what kind of emotions, thoughts and feelings the simulation game evoked. Holding a focus group discussion, where all the participants have an equal opportunity to contribute to the discussion, was rather a tough chore since there were twenty-six participants and very little time for the discussion. An open discussion was chosen in order to convey to the participants that they were not alone in dealing with their thoughts and emotions that arose during the simulation game. The facilitators of the thesis project helped the participants “to explore and clarify their views in ways that would be less easily accessible in a one to one interview” (Kitzinger 1995, 299). Since there were two facilitators present during the discussion, one of the researchers was able to take notes directly, observe the participants and record the outcomes of the focused group discussion.

However, in light of the limited time to delve into the topic and to gather everyone's opinion and feelings, it was decided that gathering information through written questionnaires with open-ended questions in addition to the made observations was the best way. As A. Labuschagne stated in her article ‘Qualitative Research - Airy Fairy or Fundamental?’ that, “document analysis yields excerpts, quotations, or entire passages from records, correspondence, official reports and open-ended surveys” (2003, 101). According to Jenny Kitzinger (1995, 301) questionnaires with open-ended questions, if conducted directly after the project, allow participants space for personal reflection, without judgement, comments and arguments of others. Besides, it was taken into consideration that open ended questions provide rich qualitative data. In a study as such it was important to know the participants opinions and thoughts (Bird et al. 1992). Thus, from the outcomes of the simulation game, the

facilitators could receive a broader understanding of the effect that the game had on the participants (FluidSurveys Team 2013, para. 1). Moreover, open-ended questions help to convince and provide arguments for the reader of this study.

All of the question were created according to the Empowerment Evaluation theory (Fetterman et al. 2005; Sherriff et al. no date). Participants were given freedom to evaluate their own learning process and improvement through open-ended questions in the questionnaire. Questions were designed according to the principles of the Empowerment Evaluation theory:

- Improvement
- Community ownership
- Inclusion
- Democratic participation
- Social justice
- Community knowledge
- Evidence-based strategies
- Capacity building
- Organizational learning
- Accountability

Based on the Empowerment Evaluation theory, the questions focused on personal reflection of the participants on the outcomes of the simulation game, ideas and possible actions to improve the situation in the future. On top of that, when creating the questions it was crucial to get familiar with the research methods and the theory behind the research (Fetterman 2005; Sherriff et al. no date). After a draft version of the questionnaire was created, it was presented to the Laurea University of Applied sciences supervisor in a Qualitative research workshop. The questionnaire was then modified according to the guidance received at the research workshop in Laurea. As was suggested qualitative methods and inductive content analysis was used for analysing the data of the thesis.

The language used for the questionnaire was English and no translations were made. All of the questionnaires with answers were collected and rewritten in the Microsoft Word document.

5.6 Data analysis

As previously mentioned, the data for this thesis was collected through questionnaires with open-ended questions. All of the answers were transcribed into the Word document. Inductive

content analysis was used for data analysis. To simplify the process ‘codes’, “concepts or meaning units drawn from raw and partially processed data- followed by themes or categories” were made (Padgett 2008, 139).

For the thesis conductors it was essential to become well acquainted with the raw data in order to gain a comprehensive understanding of the overall findings. As D. K. Padgett stressed, “regardless of approach, qualitative analyses depend on close and careful readings of texts, multitasking to attend to what and how something is said or done, and using filters and analytic axes to organise the process as it unfolds”(2008, 154) . In this study the content analysis was used to focus on the description and interpretation of the data, not producing a new and developed theory. “Requiring theory development constitutes an excessive and unrealistic burden for many studies, especially graduate theses and dissertations. This, of course, does not preclude theoretical thinking <...>” (Padgett 2008, 154).

As answers were gathered from the open-ended questions, big amount of raw data was collected, which needed to be simplified, subcategorized and later categorised into findings. According to B. P. Crowley and J. F. Delfico “sentences may occasionally be useful recording units, especially in structured material such as written responses to an open-ended questionnaire item. Although the physical boundaries of sentences are well-defined, using them as units implies human coding, because computer programs cannot automatically classify sentences as they do words and word senses” (1996, 43). Thus a process of ‘coding’ and subcategorizing of the data followed.

According to J. Wheeldon and J. Faubert mind maps can help the researchers to ground data within theory. “<...>A challenge to the use of concept maps in qualitative research is that the focus on construction and structure are based on an interest in comparing participant maps or quantifying generated concepts within these maps” (2009, 71). Keeping this in mind, the raw data was subcategorized and mind maps were created and analysed according to the answers of the participants. The table below displays the main points that were gathered from the answers:

<p>The majority stressed the abundance of information and facts on the refugee topic. Also, the fact that Estonia as a country is not ready due to economics and fear of bad people. Some mentioned a topic as such is too complicated to be addressed in a simulation game, it may seem as propaganda.</p>	<p>Many said that their understanding of the refugee issue and difficulties was broadened through the experience of the simulation game.</p>
<p>The majority of the group suggested tolerance, discussions, dialogues and debates within their environments. Some participants proposed public speaking, simulation games and advocating. A few respondents brought up social media. While one participant appointed the responsibility of solving the crisis of refugees upon the government.</p>	<p>Many strong emotions were raised during the workshop. Majority of the participants felt tired, confused, bored, irritated, angry, annoyed and anxious. Some felt sad, scared, uncomfortable and helpless. A number of participants expressed gratefulness for their lives, interest in the game, and said to have understood the value of being present.</p>
<p>The majority sees education and raising awareness methods as the best way to improve common values. Some pointed out the need for personal experience either through a simulation game or personal encounter. Some said in addition to being a good person, having dialogue would improve common values.</p>	<p>Majority said that they have broadened their understanding about the refugee issue and received new knowledge, valuable shared experience. There were some who claimed that they learned nothing.</p>
<p>The majority of the participants felt that most challenging was to be blindfolded, to lack control and to wait without clear instructions. Some in the group felt restricted by space, their own role or the demands of the simulation game.</p>	<p>The majority says that they could use this simulation game as a tool to share awareness, to spread the word with others, to share the experience and be more respectful in their daily life. Some were inspired to engage in helping refugees personally, while a few did not see what they could learn from this experience.</p>
<p>The majority saw raising awareness, education and tolerant attitude as the way to bring about change in their own environment. A few felt powerless and pointed out that the real crisis lies down in the crisis areas- not in their home country. One person saw no need for change.</p>	

Figure 1: Main points from the mind maps

Through the use of the mind mapping method, reading and re-reading the data collected the answers were divided into subcategories. It is also important to mention that subcategories and later main categories “provide information relevant to the topic studied and used to help explore and clarify the research question” (Learn Higher and MMU 2008, para. 5). From the summarized learning outcomes of the participants we could clearly differentiate main sub categories. Thus when sub categorising the outcomes it allowed thesis conductors to focus even more on the clear results of the simulation game. At the very beginning eight subcategories were created out of the results of the mind map:

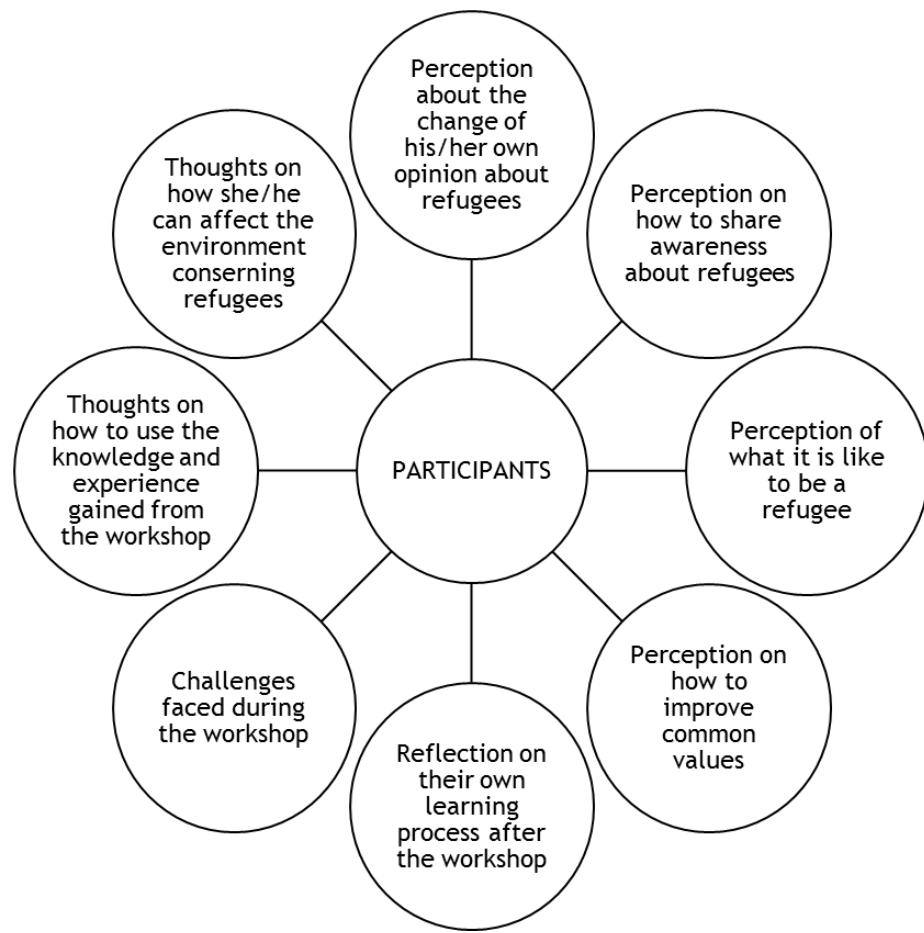


Figure 2: Eight subcategories

In order to define a variable for content analysis, we needed to specify the categories from the subcategories. B. P. Crowley and J. F. Delfico caution that, “Categories must be mutually exclusive and exhaustive. If they overlap, then information may be erroneously classified. Likewise, if the categories do not cover all possible classes of information, then a variable may be misclassified or not recorded at all” (1996, 39). Hence, it was imperative for us to be conscious of not omitting valuable information from the data and to allow ourselves to be guided by the outcomes of the subcategories.

The meaning of creating categories is not only to put together observations that would be related to one another, instead data needs to be classified as ‘attached’ to a particular group. By doing this it implies a comparison between observations and data that belong to different categories. (Elo et al. 2007.)

We attempted to make as few categories as possible since “the interpretation of results can become very complicated when categories are numerous” (Crowley and Delfico 1996, 38) and the main points can be lost within the numerous categories (Crowley and Delfico 1996). Thus, two subcategories emerged from previously shown eight sub categories. When reading the outcomes of eight sub categories you could see that one part of the findings focuses on participant’s personal experience and other on the participant’s empowerment for the future actions on how to share awareness about refugee issues. Thusly, outcomes were named accordingly and were put into two sub categories which are: “Participants personal reflection on the experience of the simulation game” and “Participants ideas, possible actions on how to affect refugee issues”.

Following the process of need to find the main category from the findings, two sub categories were combined. Previously mentioned two subcategories provided with a strong ground for the main category, which is: “Participants learning outcomes, ideas on how to affect awareness about refugee issues”.

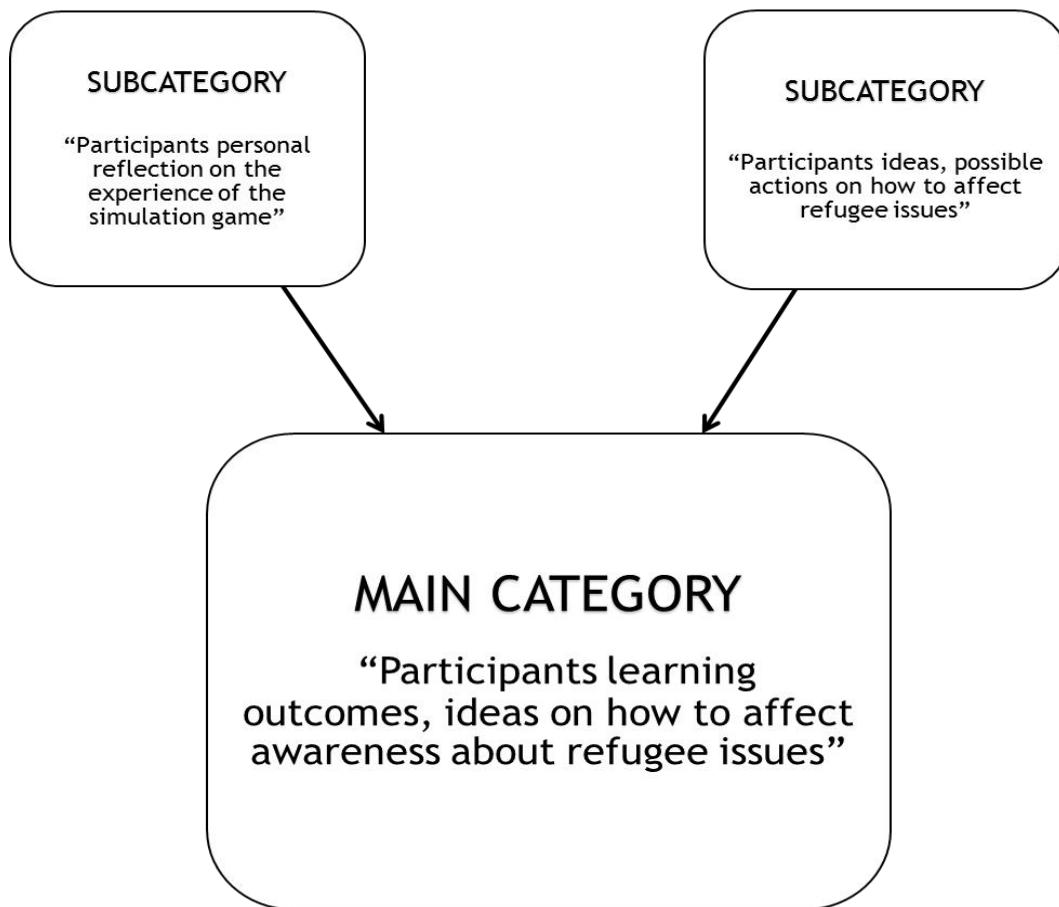


Figure 3: Subcategories and main category

According to B. P. Crowley and J. F. Delfico (1996), content analysis does not only help summarize the formal contents of written material, but it also allows description of the attitudes and perceptions of the author. Through the use of content analysis we wanted to find valid inferences from the collection of data and in this way to make sense of the existing context. Not forgetting the purpose of the study to provide knowledge, possible new insights, representation of facts and outcomes to the reader of the study. (Elo et al. 2007.)

6 Findings

This study provided an information and answered the research question, which was: “How can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ help

raise awareness among youth?”. To support conclusions; quotes, feelings and observations are presented in the findings.

Qualitative analysis of the data revealed the main finding category of the simulation game: “Participants’ learning outcomes, ideas on how to affect awareness about refugee issues”. Moreover, results from data analysis focuses on two subcategories which were “Participants’ personal reflection on the experience of the simulation game” and “Participants’ ideas, possible actions on how to affect refugee issues”.

6.1 Participants’ personal reflection on the experience of the simulation game

Apparently, simulation game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ made participants to think about the refugee problem and deepen their own knowledge on the refugee issue. Majority of them reflected on the learning process positively as can be seen in the sample quotations below.

“I feel like I understand refugee life better. Especially, the path they have to go through”
(S.6.)

“I became more aware of the challenges they face” (S.18.)

The Simulation game allowed the formation of personal experience, where participants were able to reflect on their behaviour, attitudes and actions. Many stressed the importance of their personal change and how it would affect their daily life.

“I am not a bad person or anything, but I will know how not be humiliating with others”
(S.13.)

“From what I have learned today I could take it into account when I live my usual life and be more tolerant” (S. 25.)

The experience that the students gained through the simulation challenged their comfort zone and beliefs. It provoked their perception of patience, tolerance and peace. During the simulation game all of the participants were always treated as a group, be it a family group or a group of refugees, no individuality was recognised as per the guidelines of ‘Passages’ (UNHCR: Awareness Game Confronting the Plight of Refugees, 2010). In addition, as part of

the simulation there were times when someone was not allowed to speak, was maimed, blinded or was not heard, thus impairing their ability to communicate and be in control of their future as a refugee. Such limitations due to their role or the treatment as a group provoked negative feelings.

“It was challenging to have my vision taken away, while looking at a wall it felt like an execution. A lot of waiting without explanation was very confusing” (S.6.)

“I have learned that every refugee is an individual, but often refugees are treated below normal. Treated as a group” (S.15.)

Through the role and the experience created through the simulation game raised awareness on other paramount issues concerning integration, economy, propaganda, governmental involvement and ethics. During discussion the conversation was strongly connected to the dilemma about Russian integration into the Estonian society and whether it is successful. Those seeing the Russian speaking population of Estonia as well integrated, argued that instead of accepting Syrian and other ‘different’ kind of people that will never ‘belong’, it would be wiser for Estonia to accept Ukrainian refugees. The group was divided in the stated viewpoints. It was evidently a very important issue for the students personally as each of them had personal experience of living in the Estonian society.

“Less propaganda. All sides should be represented in a debate so people can make right decisions. At the end would not it be easier for Estonian society to choose the Ukrainian refugees over Syrian refugees. We know that Ukrainian mentality is more similar to Estonian” (S.24)

“I still find that we should deal with Russians first in our country. Right now we are making integration problem bigger which may cause us more trouble. We think that we have integrated Russians in our society, but did we really do? I think we just want them to be same as Estonians and this is not so called ‘integration’ ” (S.2.)

6.2 Participant’s ideas, possible actions on how to affect refugee issues

Furthermore, the simulation game empowered the participants to think of solutions and ways of sharing awareness on the refugee topic. Many of them suggested talking, sharing experiences and knowledge in their own close environment: with family, relatives and friends.

“I could share articles on social media for example also when discussing this topic with others to speak up if necessary” (S. 5.)

“I have been to two Eurozone Parliament reunions. Both times my committee work concerned refugees and we had a chance to represent our views to a wider audience. It is very important to share knowledge and experiences” (S. 19.)

This experience also allowed students to reflect on common values and how to improve them. Majority of the students reflected that more education on the refugee topic is needed and crucial in order to be more open-minded, understanding and accepting.

“Spreading understanding that everyone has the same hopes and needs, regardless of where they come from. Education on this topic” (S. 5.)

“Less propaganda. All sides should be represented in a debate so people can make right decisions” (S. 21.)

The participants of the simulation game were also asked how they could use the knowledge that they gained during the simulation after the project. Many suggested sharing the knowledge with others through games, discussions or debates. Some suggested personally getting involved in helping refugees.

“In other role play game (I play a lot of them with my friends). Also show respect to the refugees and people from other cultures” (S. 3.)

“Maybe help some refugees” (S.4.)

6.3 Summary of the findings

The findings of this thesis show ways in which the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ was used and can be used in the future to raise awareness. First of all, it provoked and challenged youngsters to look at the refugee issues from a more personal perspective. Since the participants took the role of refugees themselves, it evoked many emotions and thoughts of what the environment and journey of a refugee may be. All of the students lacked any kind of experiences with refugees or simulation games. Thus, the majority perceived it positively and saw the value of this shared experience. For many, it evoked questions, new topics to delve into, ideas on how to share awareness and help maintain and support common values.

Taking a role of a refugee provoked many strong feelings in the majority of the participants. The emotions shared during the simulation game were: tired, bored, thoughtful, annoyed, irritated, sad, thankful, empty, confused, angry, curious, expectant, anxious. All the mentioned emotions and experiences challenged each participant to step out of their comfort zone. The participants were encouraged to obtain new kind of knowledge and learn new things about their own values and perceptions as well as what it may feel like to be a refugee. In the simulated situations none of the participants had power of changing their environment. Many times the participants in the role-play were placed in a demeaning situation. Meaning that they were left alone without instructions, tested in uncomfortable situations while being blindfolded, ordered around, commanded not to speak, placed to sit on the ground and face the wall in silence without a clear timeframe. All of the mentioned experiences, created different perspective for the students, on what kind of obstacles there might be for the refugee when escaping the war situation, facing bureaucracy and so forth.

The simulation game “Awareness Game Confronting the Plight of Refugees” allowed participants to broaden their understanding about the refugee issues and they received new knowledge and valuable shared experience. It was an endeavour in which the participants could involve themselves in the simulated situations of war, escape, finding shelter, dealing with border control etc. After the game, many of the participants said that they were inspired to become more tolerant, accepting new cultures and wanting to help the refugees.

It was also pointed out by the participants that only one side of the event was presented. They were right, since due to the lack of time we did not explore how the receiving country, society, officers who deal with refugees feel; and what kind of thoughts or perspectives they would have in a simulated situations. In order to explore both sides in more depth it would require much more time and preparation. In our scenario we focused on the outcomes of a ‘refugee’ role. Participants were exposed to what kind of situations refugee might need to go through when escaping war. This study was designed in order to see how the simulation game effects the participant and how he/she can possibly share the awareness when using the experience of the role play.

The findings also provided a few possible ways on how the awareness can be raised on refugee issues. Students pointed out that sharing information on social media and speaking about it with family and friends would help to spread the awareness. It was also indisputable in the findings that education and tolerant attitude is the path to bring about change in their own environment. It was encouraging to see that education was recognised as a tool and powerful approach to raise awareness. In consideration of the experiential learning theory and empowerment theory, this study purposely chose a simulation game as an educational tool and attempted to equip the participants with the courage and methods to further their own development (Kolb 1971, 1984; Gutierrez et al. 1998; Smith 2001). Henceforth, it communicated success of the simulation to the researchers, when some of the participants mentioned their interest in using the simulation method to raise awareness in their own spheres of influence.

Moreover, findings declare also that other suppressed topics and issues were opened up after the simulation game. Students were openly discussing such topics as, integration of Russians in the Estonian society, the role and responsibilities of governments in dealing and taking care of refugees appropriately, politicians ignoring the crisis areas and not dealing with conflicts in the war zones. All of the discussion topics surfaced in direct and immediate connection to the experiences created by the simulation game ‘Passages’.

All in all, the simulation game was a powerful tool in raising awareness about refugees. Safe environment was created where students could experience, explore and engage in the simulation game provided. It rendered each participant a personal experience to challenge subconsciously held values, perspectives and attitudes. Besides, the thesis project empowered and gave ground to further discussions and implementations in the future.

7 Evaluation of the project

Within the qualitative paradigm, some have argued that the purpose of evaluation and research is “to raise or improve the level of dialogue” (Steckler et al. 1992, 4). The purpose of qualitative research is not to provide answers to empirical questions, but rather to elucidate various viewpoints on important issues.

For the findings of the collected data inductive content analysis to analyse it was used. However, as the questionnaires were drawn up based on empowerment evaluation theory, the overall success of the thesis project, as well as, the personal development of the researchers, was evaluated using empowerment evaluation theory. According to the empowerment evaluation, the participants are given freedom to evaluate their own learning process and improvement and “it aims to challenge the status via its recognition of social problems” (Sherriff et al. no date, 1). Empowerment evaluation draws its origins from empowerment

theory, community psychology, and action anthropology thus entwining well with the youth work, anti-oppressive practices, empowerment theory, values education theory and even game theory, which informed this thesis project (Sherriff et al. no date). The principles of empowerment evaluation are “improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning, accountability” (Fetterman et al. 2005, 78).

“Empowerment evaluation is an approach which provides communities with the tools and knowledge that allows them to monitor and evaluate their own performance” (Fetterman, 2005, 54). This evaluation method is best used to help the smaller scale groups to accomplish their aims. As we aimed to empower our target group, with the use of this method we created the questionnaire in, which the participants were challenged think of possible action, and to contribute to their own change, as well as, to the change of their community, even after the end of the simulation game. Moreover, the game aimed to challenge the mind-sets of the participants and evoked thoughts and feelings in the youngsters beyond the mainstream information. However, the changes within one’s mind and heart are not easily visible and hence difficult to measure, especially within a limited time frame. So the findings of the game with the participants was measured through the inductive content analysis based on their answers to the open-ended questions on the questionnaire, observations and discussion after the simulation game. The researchers’ personal learning process was evaluated through the use of the empowerment evaluation method. The implementers of the study had more time to analyse the changes that took place within the minds prior, during and post the thesis project in light of goals and the empowerment evaluation principles. (Fetterman et al. 2005.)

7.1 Empowerment evaluation

The observations are listed below by the empowerment evaluation principles. Firstly, in terms of ‘improvement’ in light of empowerment evaluation, Fetterman states that it is about building on strengths instead of fault finding, encouraging growth and providing tools for self-reflection (2005, 55). Thus the simulation game was the educational method provided to the students from Hugo Treffner Gymnasium, to promote and encourage a desire in the youth to seek growth and betterment. The qualitative research methods allowed the participants to self-reflect and recognize the changes within.

Secondly, Fetterman and Wandersman names ‘community ownership’ as the second principle (2005, 43). Community ownership aims to show each member that they are, in fact, a part of community and each one has the power to bring about change (Fetterman 2005, 43). We as

facilitators see ourselves as members of today's society and saw it as our responsibility to contribute to the betterment of our society through this thesis project.

Thirdly, Fetterman and Wandersman names 'inclusion' as the third principle (2005, 44). Inclusion means encouraging multicultural participation, growing in knowledge about cultural diversity and in networking with different professional fields. We succeeded in this aspect as we are partnering with a non-governmental organization Kalliolan Nuoret ry in Finland. The simulation game was conducted in Estonia, thus, a new network was established with both Kalliolan Nuoret ry and the Hugo Treffner Gymnasium in Tartu, Estonia. In terms of diversity, one of us is a Lithuanian and the other is an Estonian national so even our own background contributes to the diversifying factor.

Furthermore, 'democratic participation' is the fourth principle of empowerment evaluation (Fetterman et al. 2005, 45). Democratic participation calls for democratic way of decision making, participation and feedback. The above mentioned principle was successfully implemented, because the research was jointly planned, implemented and written. Also, the feedback questionnaires for the participants and the discussion at the end of the session was conducted in a democratic way, where every participant had the opportunity to speak but they were not forced to talk. The participants were given the opportunity to contact the facilitators for more information or feedback even after the session.

Additionally, 'social justice' is listed as the fifth point of empowerment evaluation (Fetterman et al. 2005, 46). Social justice in the evaluation theory refers to working with people to promote social justice through various projects and self-evaluation methods. Study implementers achieved the above mentioned through planning and carrying out an awareness raising simulation game and provided the participants an opportunity for self-reflection on the topic of refugees. Also, prior to and after the thesis project, we ourselves took time to reflect on our own prejudices, expectations, achievements and ways of conducting the simulation game.

Correspondingly, the sixth principle of empowerment evaluation is 'community knowledge' (Fetterman 2005, 47). The main point of community knowledge is to use community knowledge in the evaluation. Through the simulation game the participants were able to hear the views of the other participants and share their own views. Thus, it provided a safe environment, where the participants felt included by their own small community, which in this case was their class.

In addition, the seventh principle of the empowerment evaluation is 'evidence-based strategies' (Fetterman et al. 2005, 48). The simulation game as a tool that was provided to the participants, yielded results, which revealed that the role game helped change their views, gain new ideas and were empowered to act on behalf of refugees. For us conductors,

the thesis project brought “relevant and useful evidence-based strategies” to empower the communities for their own self-reflection and evaluation (Fetterman et al. 2005, 65).

The following empowerment evaluation principle is ‘capacity building’ (Fetterman et al. 2005, 48). This aspect of empowerment evaluation seeks to train the community to use evaluation and to conduct own evaluation. We learnt about various ways of conducting evaluation and of analysing the findings thus building our own capacity. Also, through the discussion session at the end of the simulation game the participants were invited to engage in an open discussion that served as a capacity building exercise for the participants.

The ninth principle is ‘organizational learning’, which emphasizes the importance of a process that promotes learning and of organizations that have a structure that encourages learning (Fetterman et al. 2005, 36). From the point of personal learning, both Kalliolan Nuoret ry and Hugo Treffner Gymnasium allowed us to try out something that was new to both of the organizations and to the study conductors. Thus creating a process and structure of learning for all those involved.

The final principle of empowerment evaluation is ‘accountability’ (Fetterman et al. 2005, 37). Thus, “empowerment evaluation provides an innovative vehicle for helping programs to be accountable to administrators and the public by generating process- and outcome-oriented data within an evaluation framework that heightens and organization’s sensitivity to its responsibility to the public and to itself” (Fetterman et al. 2005, 37). Although, this research was not conducted by an organization, we as researchers feel accountable to our partner organization Kalliolan Nuoret ry and to ourselves.

7.2 Evaluation by Kalliolan Nuoret ry

The final study was presented to the working-life partner organisation Kalliolan Nuoret ry. The feedback received from the organisation was rather positive and inspiring to the researchers. The organisation could see many opportunities to apply the simulation game as a tool in their future projects.

The simulation game as a method was especially attractive to the Sopu project of the Kalliolan Nuoret ry organization. Since the Sopu project focuses on difficult issues, they see how they can modify it and make it applicable in their context. Possible fields of application were discussed during the presentation of the study and its findings. The organisation could apply the simulation game in various fields. As Sopu works with individuals, their family and the community; it attempts to create dialogue and support network. In this case, the simulation game could help address the conflict within family and communication issues.

Secondly, Sopu project supports sexual minorities and victims of sexual abuse. For effect, a young girl considered promiscuous or that has been sexually abused. The simulation game would create a ground for the community to better understand the perspective of the victim, as well as, for the victim or a minority to feel empowered and heard.

Another possibility to adapt the game would be to use it with authorities to help them understand the families and their culture better. Through a personal experience in the simulation game, the authorities would be able to relate to their clients with greater understanding. In many cases, those in power are not personally acquainted with the struggles of the people they serve.

Along the same lines, gender inequality and sexism could be addressed through this simulation game. The clients that Sopu project deals with often come from patriarchal societies. Thus, it would help to increase mutual understanding. Men could assume the role of a woman and vice versa.

Finally, the simulation game could be used when working with refugees taking the role of the Finnish society to better understand the culture and the experience of the receiving refugees. For instance, fear of losing their culture, religion, identity, language or jobs.

All in all, Kalliolan Nuoret ry sees the study as a valuable material for their organization. For the study implementers it was rewarding to see the interest of the organisation in the study.

8 Trustworthiness and Ethical considerations

Ethical considerations and trustworthiness are imperative parts of any kind of research and in qualitative research ethical dilemmas may be very subtle. Since the outcomes of the qualitative research are unpredictable it is hard for the researcher to prepare for the possible ethical issues (Eisenhauer et al. 2001). “Ethical dilemmas about how much information to disclose to whom and in what contexts, the blurring boundaries of privacy, access to and sharing of information, face so many more of us, not only within research worlds but in multiple layers of connection and communication with others” (Birtch et al., 2012, 26). Meaning that, the conductors of the research are responsible for the disclosure of the gained findings. To add, nowadays ethically right behaviour has become a much broader concern. It is crucial that the research would be carried out in only ethical ways, not to harm the participants of the study (Birtch et al., 2012). The 1979 Belmont Report outlines three main principles to follow when conducting a research (Belmont Report 1979, cited in Lapan et al. 2012, 22). Firstly, ‘Beneficence’, meaning that it is the responsibility of the researcher to augment, the positive outcomes for the benefit of humanity and science, while seeking to minify the harm and risks to the participants of the research. Secondly, ‘Respect’, meaning

that courtesy and respect is extended to the participants of the study with especial sensitivity to any impairment or special need. Thirdly, ‘Justice’, that through the use of anti-oppressive, reasonable and considerate methods the participants of the research are the main beneficiaries of the study. (Belmont Report 1979, cited in Lapan et al. 2012, 22.)

Thus in light of the above mentioned a number of ethical issues were considered in this study:

- Confidentiality
- Vulnerability
- Moral responsibility
- Personal involvement
- Professionalism and Responsibility
- Anti-oppressive practices

8.1 Confidentiality

In today’s society, confidentiality has become a big issue and it has become very easy to share the information, expose private information to the public or simply upload the information to a wide databases just to name a few. As mentioned in the research done by Columbia University “A breach of confidentiality violates a person’s rights and poses a risk of dignitary harm to the research participant, ranging from social embarrassment and shame, to stigmatization, and even damage to social and economic status, such as loss of employment and health insurance” (Privacy and Confidentiality no date, para. 36).

During the process of the study the consideration for confidentiality was always present. From the very beginning of the study, it was important to take into account the participants’ privacy. Firstly, it was agreed from the outset that the identity of the participants will be kept anonymous. American Speech-Language-Hearing Association pointed out that “Everyone involved—researchers, human subjects, support personnel, editors, reviewers, and data managers—should be aware of the ethical and legal requirements regarding privacy and should not compromise confidentiality for any reason” (ASHA 2013, para. 4).

In order to attain confidentiality, the participants of the simulation game were never asked to state information connected to their identity, gender or age. This study did not aim to identify differences in results between previously mentioned categories. This study focused on the qualitative data produced by the perceptions of the participants and presented them in the study report in a way that supports confidentiality. To add, in line with the ‘respect’ principle of ethics, it was mentioned to the participants prior to the simulation game, that none of their personal information will be used and exposed to public.

8.2 Vulnerability

The internationally well-known humanitarian aid and relief organization The Red Cross defines vulnerability “as the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. The concept is relative and dynamic. Vulnerability is most often associated with poverty, but it can also arise when people are isolated, insecure and defenceless in the face of risk, shock or stress.” (Red Cross no date, para. 4). During the planning of the thesis project several aspects of vulnerability were considered.

Firstly, as the journeys of numerous refugees are extremely arduous and perilous, it was considered that perhaps the simulation game will be emotionally provoking and heavy. Thus the facilitators remained sensitive to the atmosphere during the whole simulation and were open and flexible to possible changes. As the simulation game was the chosen method to give the participants meaningful personal experiences that will help question prejudices and help raise awareness, the ‘beneficence’ principle was strongly relied upon.. In consequence, through remaining sensitive to the atmosphere, and open to change the research relied on all three ethical principles displayed in the Belmont Report. (Belmont Report 1979, cited in Lapan et al. 2012, 22.)

Secondly, the language used in the simulation game was English, which might have cause discomfort in many youth if they were unable to fully understand or express themselves. Adding to the confusion, the participants were not told of the exact procession of the simulation game, but instead were given directions one step at a time to convey the lack of control that refugees may feel on the journey. The lack of a clear understanding of what is expected or the ability to communicate one’s own thoughts in their preferred languages creates a vulnerability. This aspect was considered from the very offset of the study and addressed. Standing on the ethical principles of ‘Beneficence’, ‘Respect’ and ‘Justice’ an opportunity to ask for translation into Estonian was presented to the participants throughout the simulation. (Belmont Report 1979, cited in Lapan et al. 2012, 22.)

Thirdly, if among the youngsters there was someone with a personal connection to a refugee or is from a refugee family, the simulation game might have been a heavy emotional experience. In line with above mentioned ethical principles, the participants were provided with the opportunity to step out of the simulation at any given time by raising an ‘SOS’ card, the simulation included a debriefing session at the end and the opportunity to contact the researchers after the simulation was presented to the participants. Also, although it was the hope of the facilitators that the simulation game would provide a safe, anti-oppressive and empowering environment, where emotionally loaded and explosive refugee question could be

addressed without the fear of being teased, it is possible that teasing might still have occurred after the game. Thus, the teacher in charge of the group of students was invited to participate in the simulation session to be informed of the possible effects of the simulation on the participants.

A certain aspect of the game required the participants to crawl on the ground, eyes blinded by a ribbon. To uphold the above mentioned ethical principles and an anti-oppressive approach throughout the simulation various possibilities to pass that checkpoint were considered. In case some of the students were unable to crawl due to their health or attire, they were offered an alternative way to pass that checkpoint in the form of giving up some of the supplies from their supply bag. All of the participants also had an ‘SOS’ card, which they could use at any point of the game and be excused from the session without shame.

8.3 Moral Responsibility

“Qualitative research calls for moral responsibility in a field littered with dilemmas, not for quick pre-fixed answers” (Silverman 2005, 432). It is the moral responsibility of every researcher, to not only conduct a morally upright and ethically considerate research but to convey truthfully what the findings reveal. In the case of this research, we as facilitators of the thesis project wished for the success of the simulation game ‘Passages’. Some of the negative responses or missing answers can be considered as failed attempts. Nonetheless, all the research findings from the simulation game were truthfully recorded and presented in the ‘Findings’ section of this research. All data, including the negative answers and the missing answers are vital parts of the findings as a whole.

On a slightly different note, it was also considered under the principle of ethical ‘Respect’ and ‘Beneficence’ to send the research findings to the School that participated in the research (Belmont Report 1979, cited in Lapan et al. 2012, 22). The research project took place in Estonia with Estonian youth, while the research is conducted by university students from Finland for a non-governmental Organization in Finland. Thus it is considered morally correct by the conductors of the research that the Estonian nation and the participating school would be considered in this regard.

8.4 Personal involvement

According to Eisenhauer et al. the perception of relationships and power between researchers and participants are already embedded in the qualitative research. In such case, the balance

of the well-being of the participants have to be taken care of. (Journal of Nursing Scholarship 2000.)

The nature of social work is such that it enters sensitive areas and tackles personal issues, attitudes and opinions. C. L. Clark has stated in his book ‘Social Work Ethics’ that in the social work “conflicts of interest are potentially never far away” (2000, 13). As was pointed out in previous chapters, the general sentiment in Estonia on the topic of the refugees is hostile. Although it was never an intention of the facilitators, some of the participants may have received the impression that the simulation game was an indoctrination class, where pro-refugee policy thoughts were forced upon them from a one sided perspective. Since the conductors of the study were aware of such assumption, it was a conscious decision not to support or go against someone’s opinion, but just provide the platform for exploration, dialogue and argumentation. After all, in light of the experiential learning approach of this thesis, it was important that the participants are given freedom to explore their own perceptions, emotions and values. It would have defeated the purpose of the whole study if the conductors would have attempted to convert the participants to their own values.

8.5 Professionalism and Responsibility

In light of professionalism and responsibility, it must be said that “professions are shaped by the social and political realities of their time and by the societies of which they are part. Their orientations and practices are reflections of the prevailing ideologies and values of the greater society in which they are embedded.” (Gray & Webb 2010, 17). Gray and Webb (2010) mention the following as key ideas in professionalism: respect for persons, self-determination, confidentiality, social justice, human rights, professional integrity, non-discrimination and cultural competence. All of the above we attempted to maintain and consider in our way of conducting the research and in the analysis of the findings. Moreover, the thesis project in itself was non-discriminatory in nature and attempted to promote respect for persons, the right to self-determination, human rights and social justice. These ethical principles are also displayed in this thesis project through the provision of the opportunity to participate in the simulation voluntarily and to terminate the game at any time with the use of the ‘SOS’ card. In addition, the opportunity and encouragement to participate in the debriefing session and discussion in the end of the simulation was to further the respect and anti-discriminatory nature of the study. The participants were given the freedom to disagree with the simulation and the conductors without criticism or stigma.

8.6 Anti-oppressive practice

The Anti-oppressive practice theory was one of the theories that the whole thesis project was built upon. The “anti-oppressive practice turns on the inclusive notions of rights, citizenship and social justice, because oppression is considered an exclusionary process that devalues both the presence of certain people and their contributions to the society.” (Gray & Webb 2010, 161).

It was the aim of this thesis study to challenge the oppressive attitudes that may lay dormant in the sub consciousness of the participants. Thompson points out that “the further away one moves from the personal level, the less impact an individual can have” (1997, 23). In consideration of this notion, we attempted to create meaningful personal experiences for the participants, which are the best way to raise awareness about emotionally and politically loaded topics as the refugee question. Nonetheless, in our attempt to conduct the simulation game, we were also considerate to pay attention to our ways of carrying ourselves and addressing the issues as not to oppress the participants. Thus, as mentioned earlier, each of the participants was supplied with an ‘SOS’ card to withdraw from the game and, in case of need, translation into Estonian was offered.

9 Validity and Reliability

Validity and reliability are one of the most important parts to consider in the research. Nowadays, people do not have much time in their daily life, to spend on reading. The articles are expected to be short and clear. As well, because of the demands and time saving expectations from the readers there has been doubtful researches done. (Silverman 2005.)

What D. Silverman argues in his book ‘Doing Qualitative Research’, is that it is very hard to proof that findings were not only based on the chosen examples, but they are actually providing valid results. It is so called problem of ‘anecdotalism’. Thus, in our research we did our best to provide the reader with overall picture of the conducted simulation game in Estonia. It has been taken into consideration, to pay attention to every participant’s outcomes and reflected results. (Silverman 2005.) As qualitative research does not focus on generalizations and finding one common solution, we rather valued every participant’s opinion, ideas and emotions that were gathered from the simulation game experience.

In order to succeed in validity and reliability, before the simulation game was conducted we have refuted initial biases and assumptions about the data in order to achieve the objectivity. We thought thoroughly on the process and conduction of the project. It helped not to influence the collected data.

Moreover, when speaking about the collected data, we strongly supported the idea to “overcome the temptation to jump to easy conclusions just because there is some evidence

that seems to lead in an interesting direction” (Silverman 2005, 213). Instead we subjected the evidence to every possible test. As D. Silverman mentions in his book ‘Doing Qualitative Research’ for reliability to be calculated it is very important to provide the reader of the study the methods used when sub categorising and categorising the data. The reported procedure supports the validity and reliability. (Silverman 2015.) To add, in our thesis report paper we provided with explanations, arguments and clear categorisations.

A. Labuschagne has stated in her study that “Qualitative researchers, on the other hand, are concerned with the meaning of the phenomena and the lived experiences, which is not a readily observable process; there is attention to the social context in which events occur and have meaning, and there is an emphasis on understanding the social world from the point of view of the participants in it” (2003, 103). Keeping this in mind, we focused on the learning outcomes of the participants, which were gained through the experience in the simulation game. Thus, it has been perceived differently by everyone providing with a lot of raw data, full of ideas, emotions, thoughts and observations.

To continue, A. Labuschagne mentions that “The reliability criterion for qualitative research focuses on identifying and documenting recurrent accurate and consistent (homogenous) or inconsistent (heterogeneous) features as patterns, themes, world views, and any other phenomena under study in similar or different human contexts” (2003, 103). In our study, every participant had equal opportunities created for them, thus it has been perceived differently by every one of them. Taking into consideration that our past experiences, knowledge, even the environment that we grew up have influence on our decisions that we make every day.

According to Rebecca Koltz “qualitative researchers view validity or trustworthiness as a relative term that is a goal, not a guaranteed result” (2009, 63). Thus thesis conductors were striving to achieve validity and reliability. To strengthen thesis work, it was important to keep in contact with the thesis supervisor in Laurea and working life partner organisation Kalliolan Nuoret ry. The process of the thesis planning, implementation was discussed and revised by the supervisors, in order to ensure transparent working methods.

10 Discussion

The aim of this thesis project was to see the effectiveness of the UNHCR simulation game ‘Passages: An Awareness Game Confronting the Plight of Refugees’, in raising awareness about refugee issues among youth at the Hugo Treffner Gymnasium in Tartu, Estonia. There were 26 participants that formed five family units by drawing lots. The participants were assigned characters of an imaginary refugee family. During the game the groups encountered various stressful and unpredictable situations and each member had a specific role to play

throughout the whole simulation. Qualitative research methods, including focused group discussion, observation and open-ended question surveys were used to collect data and to analyse the findings.

On the same note, due to the limited time, it was decided that inductive analysis would be the best way to analyse the data. A more detailed depiction of the process is displayed in the ‘Data Collection’ chapter of this study. In light of the research question: “How can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ help raise awareness among youth?” the collected data generated two subcategories, which yielded one main category. The subcategories were: “Participants’ personal reflection on the experience of the simulation game” and “Participants’ ideas, possible actions on how to affect refugee issues”. These subcategories answered the research question from different standpoints and merged to form one main category: “Participants’ learning outcomes, ideas on how to affect awareness about refugee issues”. The main category of the data is in direct correlation with the research question.

The collected data revealed not only the usefulness and effectiveness of the simulation game ‘Passages’ as an awareness raising tool among students at the Hugo Treffner Gymnasium in Tartu. It even rendered further methods for future implementation of the simulation game. As was described in the ‘Findings’ section of this study, the students were encouraged to ponder and question their own values and those of the societies and inequalities surrounding them, especially inequalities concerning the plight of refugees.

Empowerment evaluation was then used to evaluate the researcher’s personal progress and the overall success of the project. It is important to realize that although the questionnaire used in this study was informed by the key principles of empowerment evaluation, a successful evaluation requires personal appraisement, which requires time. (Fetterman et al. 2005.) Although the students were asked to evaluate the simulation and their experiences and sentiments, the empowering evaluation could not be carried out with the participants due to the lack of time. The empowerment evaluation was then applied by the researchers to evaluate their own progress and the overall progress of the simulation as there was more time to spend on self-reflection and analysis. Therefore, in terms of empowerment evaluation, the project was a success as there was a learning experience and future development, social justice, capacity building and accountability present in the research planning, implementation and evaluation (Fetterman 2005). Furthermore, regardless of the developmental areas, this thesis project encouraged the researchers to first evaluate and examine their own prejudices. On top of that, various qualitative research methods were used rendering it a learning experience for the researchers to apply those methods. Moreover, it was the first time for both of the researchers to conduct a simulation game as such. New leadership skills, problem solving methods and personality traits were discovered through this process.

The study attempted to answer the question: “How can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ help raise awareness among youth?”. As a qualitative research, informed by anti-oppressive theory (Dominelli 1997, 2002; Thompson 1997), empowerment theory (Gutierrez et al. 1998), values education theory (Cox et al. 2010) and the theory of action approach (Argyris et al. 1985), the time spent in discussion and interviewing the participant was of imperative value. Sadly, the partnering school was unable to allot the simulation all the time that was requested due to the restrictions of the academic curriculum. Along the same line, the findings displayed that the experiential learning approach was new to most of the participants and many of them did not consider the experience gained as ‘knowledge’ or as ‘education’. However, based on all the theories informing this study and on Kolb’s (1984) definition of ‘experiential learning’, creating a personal experience is the best way to raise awareness and affect deeply embedded values. Thus in light of the above mentioned theories and in spite of the participants’ initial view of ‘knowledge’ as conventional transferrable data; this study views the creation of personal experiences as ‘knowledge’ and the process of awareness raising.

For this reason, the latter response was anticipated by the researchers beforehand. During the planning of the study it was important to acknowledge that non-formal education plays a vital role in working with youth and in the process of raising awareness. According to M. K. Smith non-formal education “can be seen as related to the concepts of recurrent and lifelong learning” (2001, para. 4). Thus experiential learning ties in with values education principles as it is often a lifelong learning process to change one’s values (Cox et al. 2010). Non-formal education is closely linked to community work and involvement, voluntary work, creative methods and various organisations. Non-formal education “has drawn attention to the importance and potential of education, learning and training” (Smith 2001, para. 7). Alike, ‘Youth for Exchange and Understanding’, a member of European Youth Forum, states that “Non-formal Education (NFE) consists in a gathering of educational practices which are not included in the formal system of education. This branch of education promotes non-formal learning” (Youth for Exchange and Understanding 2016, para. 1).

Notably, the findings display that a simulation game as a method of awareness raising, was novel and thought provoking to the school and to all of the participants in this study. After all, many schools shun and look down upon non-formal education methods as inferior. They focus on qualitative and solid teaching methods that can be found from books, statistics and graphs, eschewing the valuable learning experiences gained by trial and error methods that experiential learning provides. (Kolb 1971.) This study challenged such an attitude in providing the school with a non-formal, yet educational tool on how to share awareness, provoke dialogue and provide place for critical decision making and thinking, whilst addressing different multifaceted topics. Not to mention that the feedback revealed that all of the participants had some degree of prior knowledge about the refugee crisis from either

social media, the news or some other public source. None of the participants said to have had any personal experiences with refugees. Given these points, it must be noted that the UNHCR simulation game ‘Passages’ was new to the participants and communicated the refugee topic from a different vantage point. In this case, it was a non-formal way of educating students and sharing awareness with them in a formal environment. It can be argued that such a combination had an even greater impact due to its novelty and experiential learning approach to all of the participants. (Kolb 1971, 1984; Smith 2001, 2003; Seshadri 2003.)

By the same token, it was expected that the simulation would awaken discussion and even debate about the refugee topic, which would be addressed during the discussion part of the session. In reality, the topics touched upon by the participants were much deeper and more complicated than was expected, beginning with human rights and ending with the difference of a Ukrainian refugee and a Syrian refugee in terms of integration to Estonia. Addressing the question of integration of a Syrian refugee in contrast to a Ukrainian refugee awoke sentiments about various cultural, religious, lingual and economical concerns. Intricate discussion and assumptions arose and required a delicate and time demanding dialogue. Owing to the lack of time it was impossible to address all of the questions, comments and viewpoints in full.

Consequently, some of the students expressed their dissatisfaction and frustration, because not all the sentiments were addressed wholly. The time constraint proved to be the greatest developmental area for this research. Fortunately, the game ‘Passages’ could be adjusted to fit the given time frame and the participants were given the opportunity to continue the discussions and debates with the facilitators via email if they so wished. Also, in case the students wished to learn more about the refugee topic or get involved, they were supplied with a list of links to various organisations and NGO’s working with refugees in Estonia and internationally.

As an important fact, experiential learning theory, theory of action, values education theory and even anti-oppressive practice theory claim that providing personal and meaningful experience to individuals is awareness raising in action and is the best way to confront prejudice and hidden fears. (Kolb 1971, 1984; Argyris et al. 1985; Cox et al. 2010; Argyris et al. 1985; Dominelli 1997, 2002; Thompson 1997.) When considering the research question of this study: “How can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ help raise awareness among youth?” It is important to realize that completing all the checkpoints of the simulation ‘Passages’, spending sufficient time in discussion and feedback session following the game, would enrich the experience of the participants and the facilitators. It would allow for a better absorption of the game, contribute to a better learning experience while raising awareness and allowing each participant to be empowered through making it their own experience to share with others afterwards, thus contributing to

further awareness raising in their own circles of influence (Meyer et al 1975; Smith, 2013; Dominelli 1997, 2002; Thompson 1997).

Correspondingly another area that was considered in this study was the use of English as the dominant language of the simulation. While having an Estonian facilitator was a great support to the participants that struggled with English, perhaps as a developmental point, it would have contributed more to the refugee survival skills if the participants would not have had the opportunity to ask for clarification in Estonian. As was pointed out in the ‘Vulnerability’ section of this study, Estonian language translation upon need was offered to the participants, because this study was conducted in anti-oppressive and ethically considerate ways (Belmont Report 1979, cited in Lapan et al. 2012; Dominelli 1997, 2002; Thompson 1997).

In light of the research question: “How can the game ‘Passages: An Awareness Game Confronting the Plight of Refugees’ help raise awareness among youth?”, refusing the participants the opportunity to receive translation aid upon request would by definition create vulnerability and inequality, which may contribute to the formation of negative experiences instead of positive ones, thus yielding a reverse effect of the intended purpose (Belmont Report 1979, cited in Lapan et al. 2012; Dominelli 1997, 2002; Thompson 1997). Some participants pointed out that it was difficult to communicate, either due to their role or due to the language. As facilitators, it was our hope that the simulation game challenges the subconscious values of the participants that are taken for granted or overlooked in a fun and novel way. Nonetheless, as the refugee topic is challenging and emotionally loaded, it was important to conduct an enjoyable and engaging simulation. At the same time, the findings show that all the students were able to understand and write English at a sufficient level as the discussions and the questionnaires were conducted in English and all of them were answered.

Likewise, Bromley and Longino (1972) argue that racism consists of three main dimensions in dynamic interaction with one another: Individual or personal racism, institutional racism, and cultural racism. The main purpose of this thesis project was to share awareness about the refugee topic with the young people in Estonia and thus to bring about change on the personal level. It was assumed by the facilitators that young people are often more active on social media and they are more likely to accept the changes that are happening in the nation. The young people are the future of the current Estonia thus the research question of this study also focused raising awareness among young people.

However, simulations as ‘Passages’ would be beneficial to participants of all ages and perhaps it would be effective if the simulation was arranged for a group of social workers, school teachers or doctors that might actually come in contact with refugees. In fact, nowadays people in general are lacking respect for ‘others,’ “[a] basic or ultimate principle formulated

as ‘respect for persons’, which, it has been argued, is the foundation of social work ethics, and, indeed, any system of moral thinking” (Plant 1970, cited in Banks 2001, 24). For instance in 2010, UNHCR organized a modified version of ‘Passages’ in Switzerland for some of the world’s business and political elite at the 2010 Davos World Economic Forum (UNHCR does Davos). Thus, the young and the old that would participate in a project as this study can affect more people around them and bring about change on the structural and cultural level through sharing experiences and a respectful attitude towards difference.

In regards to Kalliolan Nuoret ry, ‘Passages’ is a simulation game that allows for much flexibility and can be adapted to various cultural contexts. Even so, in light of further research, it would be of value to evaluate the effect of the game on the same group of participants after some time has passed. The aim of the simulation itself was to challenge the values and subconscious attitudes, which may come to change with time as noted in the theories informing this study (Kolb 1971, 1984; Argyris et al. 1985; Cox et al. 2010; Argyris et al. 1985; Dominelli 1997, 2002; Thompson 1997).

Nonetheless, it was agreed upon that confidentiality will be kept throughout this study and the participants are under no obligation to participate in further researches. This thesis project was conducted in order to see how effective the game ‘Passages’ was in Estonia and if it is adaptable to be used by Kalliolan Nuoret ry in Finland. As mentioned above, the game is highly adjustable and can be adapted to suit the desired participant group and is therefore an excellent choice for Kalliolan ry and for many other educational organizations. In addition, the game can be organized on a very low budget, stretched out to last days or shortened into hours and it can even be modified to fit various topics regardless of time, location, age, gender, language, number of participants or any other restricting category. Thusly, the UNHCR simulation game ‘Passages’ can also be modified and used by the thesis partner organization Kalliolan Nuoret ry in various situations and locations in Finland.

All in all, the findings demonstrate that the majority of the participants enjoyed the simulation game experience and have become more aware of the plight of refugees. Some of the participants said that they are inspired to use similar simulation games in their friends’ circles. Students felt empowered to at least commence a discussion about the given topic more openly. In conclusion, this thesis project showed the effectiveness of simulation games as ‘Passages’ in raising awareness about difficult topics as refugees. As the findings shows, valuable discussions and thought processes were provoked in direct effect of the simulation game.

In terms of developmental areas, although the simulation game was offered as a free service to the schools, it was problematic to find a school interested in it. Also, as the topic of refugees, was deep, encompassing many other difficult matters, the discussion and debriefing part at the end of the session was crucial. Although the thesis project was implemented

successfully and the feedback shows that the intended aim was reached, it can be argued that the quality and effect of the simulation game would have increased if it was given more time.

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Appendix 1: Various Simulation games on the topic of refugees

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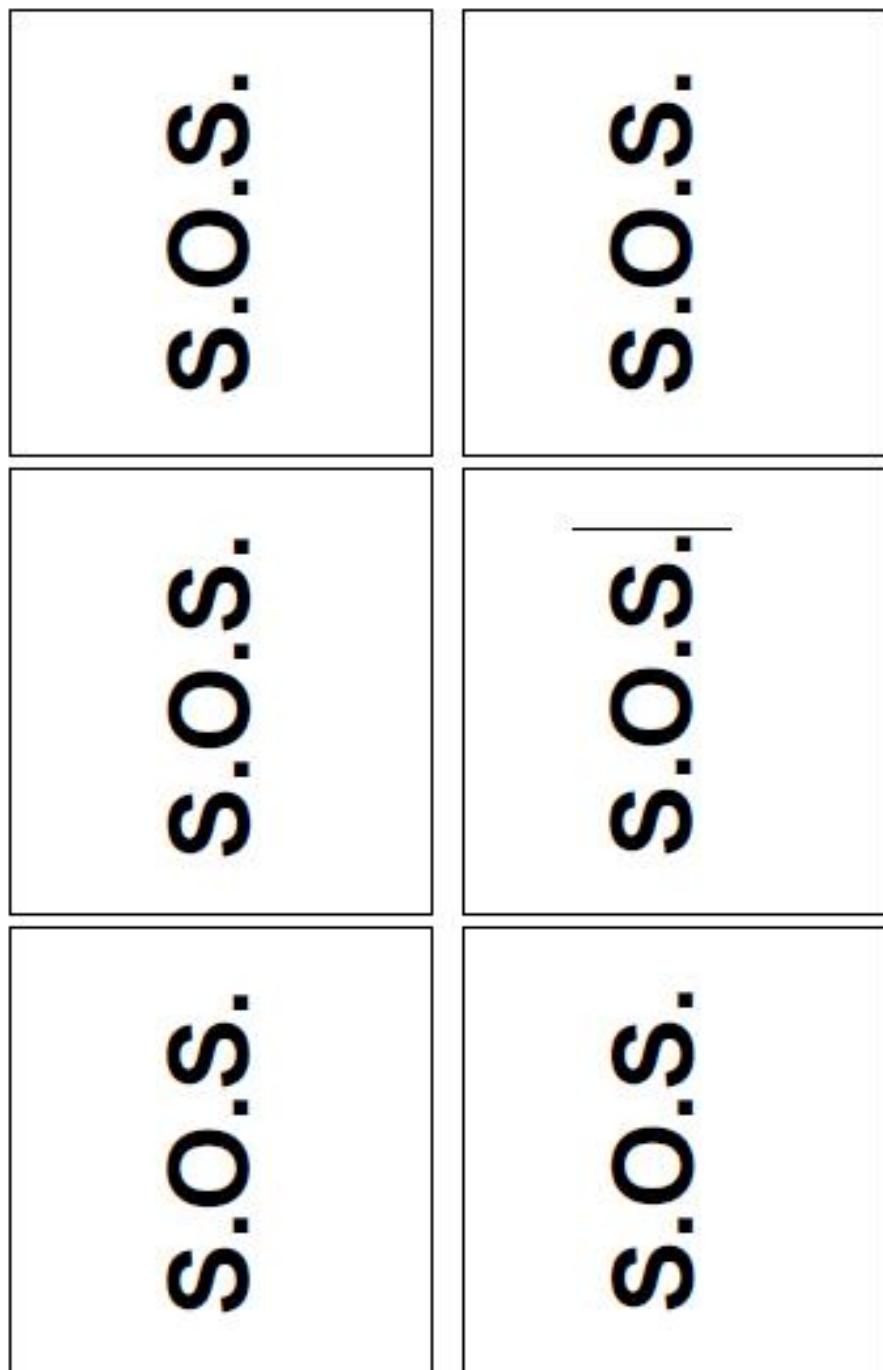
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Appendix 2: 'S.O.S.' cards



Appendix 3: Family sheet

Family Data

Last Name: A.....

First Names	Characteristics
•	• Grandfather, 60 years old, farmer and a good mechanic
•	• Mother, 37, farmer
•	• Son, 17, farmhand
•	• Son, 14, farmhand
•	• Daughter, 12, farmhand
•	• Daughter, 11, farmhand
•	• Daughter, 9, farmhand
•	• Son, 1, barely walks

Family Biography and Situation

This family lives by farming the land. They are illiterate and more or less ignorant of the political situation in their country. Civil war is ravishing the country.

The father has stayed at the farm to protect the crops, which should be good this year. The rest of the family has left. They have started off somewhere towards the south where a cousin has said they would be safe.

Details	Things contained in the emergency supply case
<ul style="list-style-type: none"> • Eat all types of food • Very religious • Speak the dialect of their region but not the national language 	

Family Data

Last Name: K.....

First Names	Characteristics
•	• Grandfather, 87, retired colonel
•	• Grandmother, 80, housewife
•	• Father, 55, owner of a textile mill
•	• Mother, 52, accountant for the mill
•	• Son, 33, production manager at the mill
•	• Daughter-in-law, 27, housewife
•	• Grandson, 7, schoolboy
•	• Granddaughter, 5, stays with her mother

Family Biography and Situation

Family K has been living in a small town for 30 years, after fleeing a dictatorship in their own country. They have built up a business that has become very prosperous.

There has been a *coup d'état* and the Father, Grandfather and Son have all been ordered to present themselves to the new authorities.

They are very frightened that if they go, they will never see their family again.

Details	Things contained in the emergency supply case
<ul style="list-style-type: none"> • Do not eat dairy products for religious reasons • Do not drink alcohol • Believe in one god, very religious • Speak 3 languages 	

Family Data

Last Name: B.....

First Names	Characteristics
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • Father, 50, architect • Mother, 48, teacher • Daughter, 20, science student • Son, 18, law student • Son, 17, high school student

Family Biography and Situation

Two different ethnic communities, with different religions, have been at odds in this country for some time. The parents of Family B are each from different ethnic communities.

Mixed families are rejected by the two communities. The children are mistrusted and are being expelled from the schools and universities. The situation is getting worse and Family B is becoming afraid for their lives.

Details	Things contained in the emergency supply case
<ul style="list-style-type: none"> • Two different religions • Do not eat pork • Speak 4 different languages • Were able to smuggle some gold out of the country with them 	

Family Data

Last Name: M.....

First Names	Characteristics
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • Father, 40, journalist • Mother, 35, bookstore keeper • Daughter, 9, schoolgirl • Daughter, 5, schoolgirl • Son, 6 months, can't walk, must be carried

Family Biography and Situation

Two elder sons were killed when a bomb planted in their mother's bookstore exploded. The bombing was a reprisal against the father who had written articles denouncing political corruption in their country.

Each day the family receives death threats in the mail.

Details	Things contained in the emergency supply case
<ul style="list-style-type: none"> • Eat all types of food • Atheist • Speak 5 languages 	

Family Data

Last Name: G.....

First Names	Characteristics
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • Mother, 32, farmer • Mother's sister, 30, farmer • Mother's brother, 20, fisherman • Son, 10, schoolboy • Daughter, 8, schoolgirl

Family Biography and Situation

Mrs. G lost her husband after a major catastrophe. Famine is sweeping this area and armed bandits have been attacking the farmers and stealing the already meagre harvest. The people are fleeing.

Details	Things contained in the emergency supply case
<ul style="list-style-type: none"> • Basic nourishment is millet and fish • Traditional religion • Speak one language 	

Appendix 4: Instructions for ‘ESCAPE AND SEPARATION’

Context (to be read aloud)

“During a normal family outing to the center of your village, an airplane swoops low over the rooftops. The tremendous noise startles and frightens you. A few seconds later, a whole formation of airplanes appears in the distance and attacks the town. A number of bombs explode and throw debris everywhere. Heavy smoke fills the street where your family happens to be. People are screaming, running in every direction. Your family gets separated. It’s impossible to see through the dense smoke that’s stinging your throat and lungs. You start yelling too, hoping to find your family so that you can all get away together. You must find all your family members while keeping your blindfolds on.”

Appendix 5: Emergency Supply Case

Emergency Supply Case



Player Guidelines

Your entire life has been turned upside down. You must leave. You have to escape and leave everything behind except one object per person.

The survival of your family might depend on the items you choose, so pick those you think will be the most useful during your escape.

Each family member may now choose an object.

You have 5 minutes to discuss the individual choices and finally put together a family emergency supply case.

You must carry these supplies with you at all times.

List

Choose your items and then draw pictures of them on your Family Data sheet in the box entitled "Things contained in the E.S.C."

- deck of cards
- doll
- first aid kit
- sleeping bag
- kettle
- piece of jewelry
- bar of soap
- compass
- 10 meters of cloth
- a book
- map of the region
- pair of shoes
- knife
- portable radio
- small tent
- flash-light
- watch
- canteen
- 50 meters of rope
- back-pack
- a multilingual dictionary
- gold

Your final choice must be agreed upon by all.

TAKE VERY CLOSE CARE OF THESE ITEMS - THEY MAY SAVE YOUR LIFE!

Appendix 6: Event Cards

<p><input type="checkbox"/></p> <p>Give up the object chosen by the player who picked this card.</p>	<p><input type="checkbox"/></p> <p>Give the object chosen by the youngest person in the family.</p>
<p><input type="checkbox"/></p> <p>Give up the most cumbersome object in your emergency supply case.</p>	<p><input type="checkbox"/></p> <p>You have been stopped by the state police; decide which object to give up.</p>
<p><input type="checkbox"/></p> <p>Give up the object chosen by the oldest person in the family.</p>	<p><input type="checkbox"/></p> <p>You have been stopped by the state police; give up the smallest item in your emergency supply case.</p>

Appendix 7: Instructions for ‘SHELTER’

Context (to be read aloud)

“Some occurrence has obliged your family to flee from its home but you had to leave without really knowing which direction to go. One member of your family had an accident along the way and is now handicapped. You must deal with this situation and help that person along until you can find a solution for taking care of him or her. The sun went down an hour ago. You are all exhausted by this traumatic journey and everything you have gone through. You must find shelter for the night so that you can all get a bit of rest. You can hardly walk anymore. You are ready to accept any kind of shelter, as long as the whole family can get inside. You head towards a place where someone has said you might find shelter.”

Appendix 8: Event cards

1
One of your children fell into a well while you were escaping. You must help him or her walk for the rest of the game.

1
During the escape, the head of the family was blinded. Now he must wear a blindfold until he reaches the camp where he can get medical aid.

1
Your children accidentally inhaled a toxic gas and can no longer talk until they get first aid at the camp.

1
During a night time escape, your family fell into a hole. The mother and sons are injured and must limp to the camp.

1
During the escape, one of your children went into a state of shock and can no longer speak. Put a sign around his neck in case he/she gets lost.

1
During the escape, one of the adults was shot. Administer first aid and wait to find some medicine. Sometimes he/she screams in pain.

Appendix 9: Instructions for ‘DECIDING TO LEAVE YOUR COUNTRY’

Context (to be read aloud)

“You have just spent the night in a temporary shelter with many other families. It was not at all restful. Some members of your family are injured, tired ... or even completely exhausted, demoralized, pessimistic and anxious to know what is going to happen to them.

Unfortunately, you know that it is impossible to go back and you must decide together whether or not to leave the country. This is a very serious decision that will affect your whole family’s future. You don’t really know what lies ahead. You have heard that there is a camp on the other side of the border where refugees can get help organizing themselves. But across the border is the UNKNOWN. You decide to talk it over as a family, evaluate the advantages as well as the problems that this decision might entail. Let each family member discuss what he or she hopes to find on the other side and what he or she is afraid to find.”

Appendix 10: Event cards

<p>◆ You have to leave but to where ? You want a restful, calm and quiet place and you wonder which country will accept you. Discuss it.</p>	<p>◆ You feel isolated, with no future left. Still, it is advisable to cross the border in order to stay alive. Talk it over with your family.</p>
<p>◆ You all agree that it is best to leave but you are sad about leaving your homeland. Talk it over.</p>	<p>◆ You have a wounded family member on your hands and you worry about his chances of survival. Can you climb over a mountain range with him or her ?</p>
<p>◆ You are worried about not knowing where you are going. All the children in the family are very nervous about leaving their country. Talk it over with them.</p>	<p>◆ You are very tired. All you want to do is stay where you are and do nothing. You must decide together what to do next, even though talking tires you even more.</p>

Appendix 11: Instructions for ‘BORDER CROSSING’

Context (to be read aloud)

“After having overcome many difficulties you have finally reached the border. Many of you are exhausted, sick, hungry and thirsty. You really don’t expect much except perhaps some water, some food and a place to settle down for a while so as to care for the sick and to sleep without fear. Unfortunately, you have lost your identity papers during your ordeal and the authorities in this country are afraid that criminals, agitators and other troublesome people might try to enter the country. So, before doing anything else, including attending to your most basic needs, you are all required to fill out identification forms. If you are not able to fill out these forms, you might be sent back without receiving any help. As soon as you have filled out these forms, you may come to the Border Control Office by crossing this area which represents the border. Be warned, however. To be accepted into this country the authorities must be sure that you are the kind of people who can easily integrate into a different environment.”

Appendix 12: Identification Form

F'W\>^PRS#C|\mu ✘

‘RÇm!ppμ:.....
QsxLTz’YrÇ:.....

YwdqsxH : 'D'ºY»:
..... YwPdas H'a» :

P, L, Y:.....

YwVZ<~Niḥ :
.....
.....
.....

1..... vI.....

2..... YF.....

3..... PF.....

4..... Lq.....

5..... xL.....

6..... xR.....

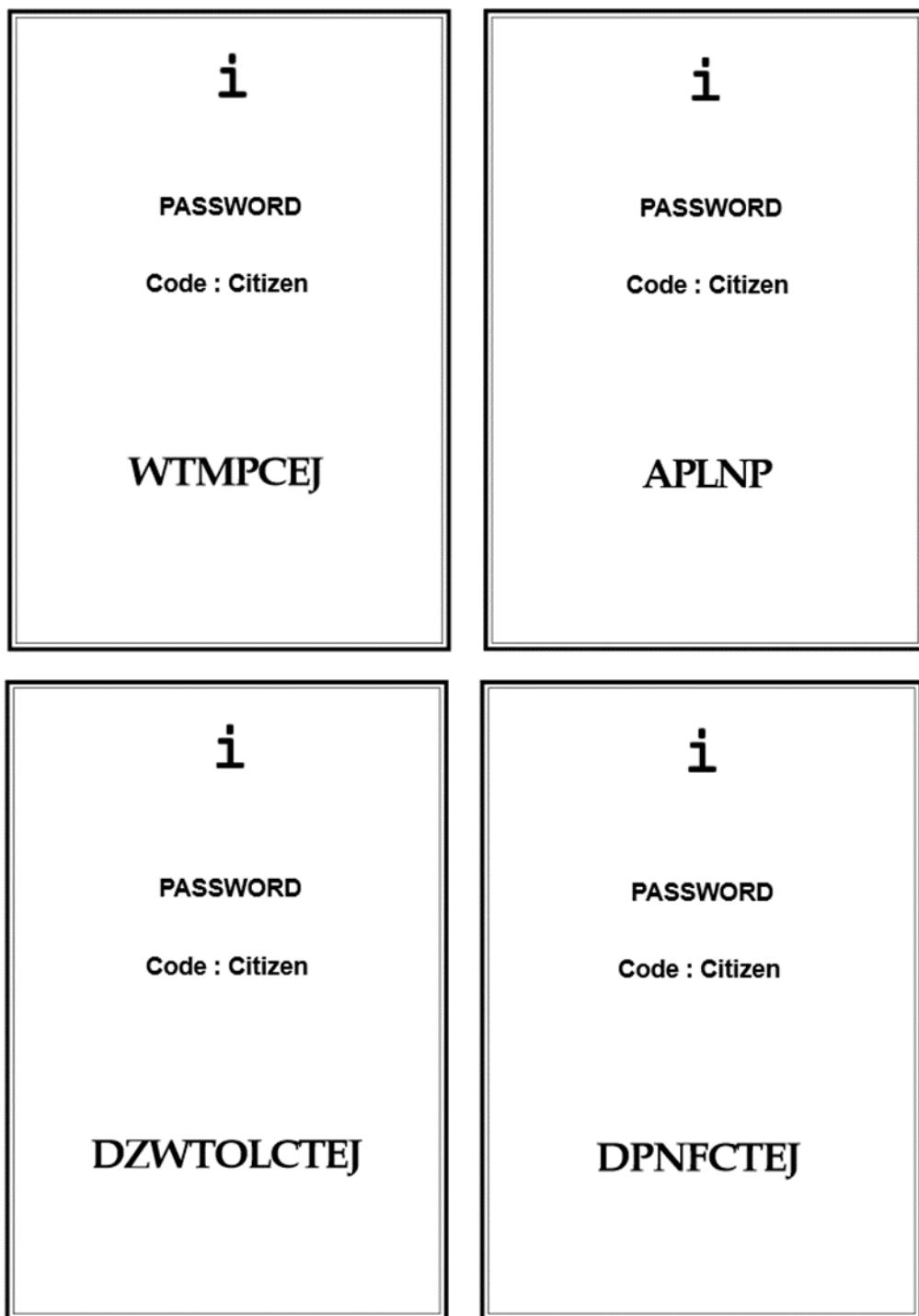
7..... NL.....

8..... Tz'.....

W¶>~¶¥¤; YVZ<~ Niḥ'

Yw¥~¶.....

Appendix 13: Password cards



Appendix 14: Event cards



You are trying to forget how painful it was to make the crossing with handicapped family members. You see the camp site as an oasis.



You have finally crossed the mountains that form the border but now you have some wounded family members and you need a first aid kit.



You have crossed the border and are so exhausted that you can barely get to the camp. All you can think about is a bed to lie down on.



After all the problems crossing the border, you want nothing more than something to eat and clean water to drink. You hope you find this in the camp that lies just ahead.



In spite of the ambushes and the robbers along the way, your family has arrived safely at the camp.



You have crossed the border and are so exhausted that you can barely get to the camp. All you can think about is a bed to lie down on.

Appendix 15: Instructions for ‘SETTING UP CAMP’

Context (to be read aloud)

“While you were crossing the border, you lost the bag that contained all of your family’s important papers when you had to wade through a river. You have been in the camp for a few days and last night you saw some parachutes landing on a nearby hill. The installation of newly arrived refugees like you is being organized right now. You will be given a list of supplies that will be made available to the refugees so that they can set up a living space and move their families in before the rainy season begins. As soon as you receive this list you must indicate which items you will need and how many of each. You have 15 minutes to establish your list. In order to avoid crowd problems, we ask that you all stay where you are while doing this task.”

Appendix 16: Supply list

List of Available Supplies

- tent cloths, with stakes and floor mats
- tarpaulins and poles
- balls of string
- blankets
- sleeping mats
- metallic basins
- cooking pots
- portable stoves
- jerry cans
- 10 l jerry cans of kerosene
- 20kg sacks of rice
- 20kg sacks of flour
- hyper-proteined biscuits (250 g packs)



List of Available Supplies

- tarpaulins
- balls of string
- blankets
- cooking pots
- jerry cans
- 20kg sacks of rice

Appendix 17: EVALUATION FORM

Has your opinion on the refugees changed? if yes, how? If not, why?

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.....
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.....

How can you contribute to sharing awareness about refugee issues?

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.....
.....
.....

How did you feel during the simulation game?

.....
.....
.....
.....

What would help to improve common values?

.....
.....
.....
.....

What did you learn new about the topic, other participants?

.....
.....
.....
.....

What was challenging during the simulation game?

.....
.....
.....
.....

How could you use again what you have learned today?

What can you change in your environment on the topic of refugees?
