



**IDEC
PBL**

Final report

of the IDEC PBL serious game





IDEC PBL

Change the game, not Africa!

Studying international development cooperation with project-based learning

2022-2-HU01-KA220-HED-000087488

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Introduction



In the framework of the Erasmus+ programme, the University of Szeged and Foundation for Africa from Hungary, STUCOM from Spain, and iaelyon from France have jointly created a serious game, called IDEC PBL. The game was created primarily to present students how international development cooperation works in practice, through real-life or at least highly realistic situations. Through this, the main goal of the project was to improve the sensitivity of students and raise awareness to some of the main issues of developing countries in Africa.

The project took a refreshing, innovative method of education: the final result is a serious game which can be used both inside and outside the classrooms. Unlike many existing serious games—often designed under previous Erasmus+ projects—which primarily emphasize entrepreneurial skills, IDEC PBL fills a gap by addressing the often-overlooked area of development aid. Drawing on the diverse backgrounds of the participating institutions, the game presents multiple perspectives and highlights the complexity inherent in international cooperation for development.



This particular document was created as a summary of the final phase of the project. In this phase all the project partners tested the pilot version of the game and gathered feedback from the first users. Unlike the beta test that was conducted by each partner internally, this time the university students tested the game as part of their official curricula, as testing the game was integrated into university courses. The aim of this document is to summarise the feedback from students and teachers and evaluate effectiveness of the game from both perspectives.

This document starts with an overview of the courses, which the game was integrated into, then it elaborates on the methods and the results of the feedback that comes from teachers and students. As we will see, the project used a rather complex way to assess effectiveness, all project partners agreed that this was necessary to get objective results and help understanding.

We would also like to say special thanks to the lecturers and our colleagues, who participated in conducting the pilot and gathering feedback - particularly Jerome Chabanne-Rive, Charo Cuart, Alejandro Castel, Marianna Sávai and Timothy Jaw Acheampong. In addition, we would like to express our gratitude to all students who participated and thus, improved the game through their feedback and opinions, which we appreciate greatly.





Structure

This document will build up in a structure as follows: as the evaluation is broken down into four separate documents, we will elaborate on these one by one and dedicate a chapter to each evaluation document. The summary will start with the course descriptions, followed by the results of the pre- and post questionnaire. In chapter 3 we will take a closer look at the focus-group interview results and finally in the last chapter we will analyse the teachers' feedback forms. The document ends with a final conclusion of the project, which is an attempt to summarise the overall effectiveness of the game and highlight the areas where the game has the biggest potential to have an impact, based on players' feedback.



Course descriptions

The game was integrated into different courses by different partners. As it has been indicated in the project previously, the game can be used in diverse courses and it can not only benefit students of international relations and development. Detailed course descriptions can be found below, outlining how various partners integrated the game into their respective courses. These descriptions include information such as the course name, level, and other relevant details. The complete course descriptions are also provided in Annex 1 of this document.

	SZTE				iaelyon	STUCOM
	Course 1	Course 2	Course 3	Course 4	Course 1	Course 1
Name	The European Union in the Global Economy	Economic Trends and Centres	Economic Policy	International Development Cooperation	International HRM and Cross-Cultural Management	Developing a Serious Game
Type	lecture	lecture	lecture		lecture	lecture
	BA/BSc	BA/BSc	BA/BSc	BA/BSc	BA/BSc	BA/BSc



Pre- and post questionnaire

The pre- and post questionnaires were filled out by all students who participated in the pilot testing, thus we have approximately 150 responses from an internationally and culturally diverse pool of students. The aim of the questionnaire was to analyse changes in students' attitudes toward global solidarity, development cooperation and personal responsibility, rather than their comprehension of the game itself. The questions were carefully chosen by all partners and drawn from the Global Citizenship Statements, extracted from the research paper 'Initial Development and Validation of the Global Citizenship Scale' by Morais and Ogden (2011). The original questionnaires are included in Annex 2 of this document.

The University of Szeged has completed the questionnaires with 98 students altogether. The results show that Hungarian students, mostly on bachelor level, show significant change when it comes to volunteering and activism. Based on the answers, they clearly would volunteer and work abroad to tackle global issues, which suggests a more critical post-game perspective on inequality. International students showed the strongest increase in agreement with "Developed nations have the obligation to make things fairer in the world", alongside gains in perceived informedness and confidence to influence others. It is important to note, that these students had relatively high awareness and pro-solidarity views prior to pilot, their responses became even more action-oriented after playing with the game. Generally, both examined groups showed an elevated sense of individual responsibility and an increase in their intention to support global causes through volunteering. Apart from the shifts and changes, it is important to stress that for many students the game has not changed the results. There seems to be a generic consensus among students that the world generally is not fair, and they also maintained the view that no country or group of people should dominate and exploit others in the world. These indicate a broad moral framework and solid pre-existing awareness of global inequality.

Iaelyon has conducted the questionnaire with over 30 students and some not so sharp, but clear changes can be noticed. In general, more students believed after playing with the game that the world is not a fair place and that the needs of the world's most fragile people are more pressing than their own. Also many students claimed after the game that personal economic situations and willingness to work are not always parallel to one another, which was a common perception prior to the game. Another evident result of the game was that a significant number of students think that it should be developed nations' job to make incomes more equitable globally. Interestingly, based on the previous statement, students feel a lower level of personal responsibility for the world's inequalities and problems, supposedly because they might not believe that significant changes can be done on the individual level. Another twist is that contrary to their skepticism, more students claim that they are more willing to give back to the global society. All these results might mean that while students do not believe that their personal actions can ignite systematic changes, they are socially sensitive and are enthusiastic to support people on a personal level, maybe on a one-on-one, or face-to-face basis.

STUCOM's pilot testing was slightly different from other partners, mainly for two reasons. One reason is that they worked with a much smaller group of participants, thus they managed to collect approximately 15 answers. The other reason is the subject of the class itself: as mentioned before, the game was integrated into a technical subject, where students learn about game creation and programming, rather than the actual topic of the game, therefore, their expectations and base level of interest can fairly be assumed to be lower than others. Generally, students all agreed that no countries should exploit other countries, and that more developed countries should contribute more to make the world a more equitable place. They also felt a relatively high level of personal responsibility, although they do not think in terms of giving back in their everyday life. Another clear take is that they are not aware of ways they could make a difference and have an impact on global issues. It is also clear that this group showed no interest to volunteer or to be public advocates of these issues, but they would consider making more conscious and ethical decisions while shopping.

All in all, it seems that the game appears to help connect knowledge with intention, and to foster a more engaged, empathetic mindset, but the outcomes heavily depend on the expectations and already existing interest of the individuals. Almost all students agreed on certain theoretical points, but only those reported a higher willingness to act who already were interested in international development related topics. This suggests that the game is effective to raise interest of those who do not know much about the topic and also to deepen the interest and passion of those who already knew much about the subject.



Focus-group interview

The next part of the game's assessment was a focus-group interview with a sample of randomly selected students. The idea behind this focus group interview was to gain a deeper insight into students' experiences with the 'Change the Game, not Africa' serious game and to explore how their opinions may have shifted after playing. It offered students the opportunity to reflect and discuss the game in more detail. The interview was structured into three sections—generic, international development, and African development—following a funnel approach. This method helped to identify which topics resonated most with students and how open they were to engage with more specific and potentially complex subject areas. Similarly to the previous section, the original interview results can be found in Annex 3 of this document.



has conducted three focus-group interviews in total, with 4-5 students in each group.

The students who participated in the focus groups came from a variety of cultural backgrounds and academic disciplines. This diversity brought a wide range of perspectives to the discussions, enriching the insights gathered from the game experience. Students generally agreed that inequality is a structural issue that cannot be entirely eliminated, but should be reduced, especially where it undermines access to basic needs. There was consensus that developed countries bear a responsibility to assist less developed ones—not through one-sided aid, but by supporting education, healthcare, and local leadership to achieve sustainable improvement.

According to the students, the game raised important reflections on the effectiveness and motives of international stakeholders. NGOs were generally viewed more favourably for bringing expertise and targeting social issues in a solution-oriented way, but concerns were raised about inefficiency, misuse of funds and transparency. Apart from some criticism (eg. lack of transparency and focusing on certain areas and leaving others out of consideration), respondents recognised the effort NGOs put into social initiatives, and reported better understanding of the complexities after having played the game. International businesses were generally viewed with stronger criticism, and were often referred to as only profit driven actors.

Many students initially expressed doubts about the effectiveness of individual actions in addressing global issues, feeling their efforts lacked visible impact. However, after playing the game, several participants reported a shift in perspective, feeling more empowered to contribute through volunteering, ethical choices, and open discussions within their communities.

Many students strongly affirmed the game's educational value, praising its accessible yet complex approach to African development and its effectiveness compared to traditional lectures. They appreciated exploring decisions from multiple stakeholder perspectives, which deepened their understanding of moral dilemmas and strategic trade-offs. Many suggested adapting the game for younger audiences or expanding it to explore scenarios more deeply.

All in all, based on SZTE's interviews, the game seems to be a powerful tool for raising awareness, shifting perspectives, and sparking thoughtful dialogue about global citizenship and development cooperation, while it also enables participants to confront their own assumptions and weigh the complexity of stakeholder roles.


SCHOOL OF MANAGEMENT

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conducted the interviews online with five students who have played with the game previously. Some students believed in individual-level actions' effectiveness, while others were rather skeptical about it and that it can lead to systematic changes. Almost all respondents agreed, that while perfect global equality is not realistic nor desirable according to some, the current extreme disparities are not beneficial for the wide global society as a whole and some actions are necessary to take. An interesting opinion that returned several times from different respondents was that the goal should not be the overall economic and social equality but the starting point, the opportunities should be equal to prevent and minimise the waste of human potential. To the students giving back was also a mutual point: some have already claimed to volunteer or support organisations in different fields, others said that they would consider joining especially after playing with the game. However, it was highlighted by many that instead of financial support and donations they would prefer to offer their skills and contribute to organisations with their work.

Students mostly agree that the subject of international development is highly important and that developed countries should support less developed ones for different reasons. Most of them believe that the traditional way of aid allocation and development is not effective, because as they argue, it develops financial dependency instead of sustainable development that the recipient country might benefit from. Students also believe that the game is not only useful for development professionals but also for policymakers, business leaders, and essentially everyone else who is interested. Students also reported that the game helped them a lot in making African issues more tangible, it was useful to show how certain actions, projects and actors are connected to one another.

It was also mentioned that the game helps to understand what obstacles organisations might encounter while working in the field of African development, and that many of these obstacles stem from the system level inequalities rather than market inefficiencies. There were many aspects included in the game that were new or surprising to the players: generally most of them reported that through the game they understand details of international development processes that were hidden to them before, and after playing with the game they could identify a number of elements where such projects can go wrong or lose focus. All in all, based on feedback the game is a very useful tool to present development projects in practice and give students an unusual, non-textbook experience that they might be able to use in the future too. It is also a great tool for students to challenge themselves, clear misconceptions and help them to develop their critical thinking, while it is also a good way to moderately increase students' willingness to take actions.

 **stucum** did the interview with five smaller groups of students after they had tried the game. Interestingly, the students came from highly diverse academic background, eg. finance, social sciences or computer science. Group number 1 has agreed that the game accurately portrays inequality as a deeply rooted social issue. They believe that empowering local communities could be the way that leads to effective development as they tend to reject the old-fashioned development models. For this group, NGOs seemed to be the closest to local issues and they were generally skeptical about businesses and corporations. As the phenomenon we have seen before, the game has moderately increased their willingness to act, but there was a consensus between them that the game presented Africa's challenges in an ethical, fair and respectful way.

The discussion with the second group of students focused on how the game challenged their thinking on global inequality, cooperation, and development. Unlike more academically theoretical approaches, students found the game's scenario-driven format highly relatable to real-world economic and social trade-offs. Their perspectives reflect the mindset of practical, career-focused learners grappling with global issues through a more applied lens.

Students in the third group found the game effective in revealing the structural roots of inequality but felt it should do more to address historical injustices like colonization and exploitation. They criticized top-down approaches and called for a locally led vision of development. Skepticism was expressed toward institutions: NGOs were valued for local presence but criticized for promoting donor countries' agendas and needs rather than local ones; multinational corporations were distrusted; and both donor and recipient governments were seen as self-interested.

While individual action was acknowledged, students emphasized the importance of systemic change and collective responsibility. The game was praised for stimulating critical thinking and was recommended as a valuable tool for university courses on ethics, politics, or development. Students suggested adding more historical context and diverse, post-colonial scenarios to enrich its impact.

Somewhat similarly to the third group, group number 4 acknowledged the ethical aspects of inequality but also framed it as a logistical and technological challenge. They appreciated the game’s focus on resource optimization and systems thinking, highlighting the importance of infrastructure, technology access, and local innovation in sustainable development. While NGOs were seen as helpful, students noted their inefficiencies and stressed the need for data, feedback, and local input. Corporations were viewed with cautious optimism—valued for their innovation potential if properly regulated.

The group emphasized building local technical capacity and supported context-aware, scalable solutions like open-source tools and mobile education. They were inspired by the role of engineers and developers in advancing equity.

Overall, students praised the game’s ability to simulate complex decision-making and suggested enhancements like data dashboards, real metrics, and decision-trees to deepen its educational value.

The last group connected deeply with the human-centered challenges in the game, valuing its emotional impact and realistic portrayal of how well-meaning efforts can cause unintended harm. Themes of empathy, humility, and the importance of coordination were central to their reflections.

They brought real-world insights from their professional experiences, emphasizing that while institutions often waste resources due to poor coordination, both individuals and organizations have roles to play if efforts are aligned. Motivated to become more conscious in their professional roles, they saw community engagement and policy advocacy as meaningful contributions.

The group found the game reflective and highly relevant, recommending its use in staff training and civic workshops. They appreciated its ability to simplify complex systems without losing nuance and suggested enhancements like case study comparisons, debriefing sessions, and action planning to deepen its impact.



Teachers’ feedback

As the final step in evaluating the game, we used a feedback form to gather insights from the teachers who facilitated its implementation. The primary aim of this evaluation was to understand how students interacted during the game, gauge their level of enjoyment, and observe any noticeable shifts in their attitudes. Teachers were encouraged to pay attention to both individual student performance and broader behavioral patterns across the class. In addition, we asked them to briefly summarise the purpose of the lesson in which the game was integrated and highlight how the game connected to the lesson’s objectives. This comprehensive feedback helped us better assess the game's educational impact and its effectiveness as a classroom tool. The detailed feedback can be seen inserted below, in their original forms.

SZTE feedback number 1.:

Course title	<ol style="list-style-type: none"> 1. <i>The European Union in the Global Economy (BSc)</i> 2. <i>Global Economic Trends and Centres (MSc)</i>
Level (BSc, MSc, PhD)	<i>Bsc and PhD</i>
Type of the course (seminar / lecture)	<i>Lecture and seminar</i>
Topic(s) of the pilot class(es)	<ol style="list-style-type: none"> 1. <i>EU and Developing Countries</i> 2.2. <i>Global issues</i> 3. <i>International development cooperation</i> 4. <i>Sustainable development</i> 5.3. <i>The SDGs</i> 6. <i>International financial flows</i>
Number of participating students (persons)	<i>Msc (41) Bsc (28)</i>
Description of the class in which the game was used	<p><i>In the EU in the Global Economy Course, the game was used to help students understand the relationship between the EU and developing countries by analyzing the role of EU donors and NGOs. In the Global Economic Trends and Centres Course the game was used to transition from the first block on global issues to the second block on global economic trends. As the summary task for Block 1, the serious game was used to help students understand international financial flows associated with each of the roles in the game and how they contribute to the achievement of various SDGs. The students first play the game individually as homework and then in groups during the class.</i></p>
Students' feedback	<p><i>They said the game helped them to practicalize the concepts discussed in class and the consequences of organisational decisions on the various components of the SDGs. They also said they enjoyed playing the game in groups although making decisions was more difficult in groups.</i></p>
Advantages	<i>Students enjoy fun learning experiences</i>
Challenges	<i>Large classes does not allow for enough time to digest all the issues</i>
Other comments	<i>Students said they would recommend the use of serious games</i>

SZTE feedback number 2.:

Course title	<i>Economic Policy</i>
Level (BSc, MSc, PhD)	<i>BSc</i>
Type of the course (seminar / lecture)	<i>Lecture</i>
Topic(s) of the pilot class(es)	<i>Sustainable development - IDEC PBL game</i>
Number of participating students (persons)	<i>40</i>
Description of the class in which the game was used	<p><i>The seventh class was about sustainable development. At the first part of the class (45 minutes) I talked about the economic and social aspects of sustainable development, highlighting the difference between economic growth and long-term well-being. We examined the various dimensions of sustainability, as well as the role of government intervention and international cooperation in promoting sustainable development and the Millenial Development Goals.</i></p> <p><i>Then the students chose and played the NGO/China donor/Business expansion role in the IDEC PBL serious game. Then in small groups by different roles (3-5 student/group), they discussed the following questions with the students:</i></p> <ul style="list-style-type: none"> <i>• how many points they got in the different areas</i> <i>• which area is more important</i> <i>• what can an NGO/China donor/Business expansion do for better results</i>
Students' feedback	<i>Students responded positively, appreciating the interactive nature of the class. They found the integration of the game valuable, as it helped them grasp the topic more effectively.</i>
Advantages	<p><i>Increased engagement and interactivity – Makes learning more dynamic and enjoyable.</i></p> <p><i>Higher student motivation and participation – Encourages active involvement.</i></p> <p><i>Better retention of knowledge – Hands-on experiences help students remember concepts more effectively.</i></p> <p><i>Easier understanding of complex topics – Simplifies abstract or difficult subjects.</i></p>
Challenges	<i>I assumed that students would be comfortable discussing the topic in small groups, but in reality, they were hesitant to speak up.</i>
Other comments	<i>I expected that one session would be enough, however, it turned out that more time was needed for discussion.</i>

STUCOM feedback

Course title	<i>International cooperation through gamification</i>
Level (BSc, MSc, PhD)	<i>BSc</i>
Type of the course (seminar / lecture)	<i>Lecture</i>
Topic(s) of the pilot class(es)	<i>International cooperation - IDEC PBL game</i>
Number of participating students (persons)	<i>35</i>
Description of the class in which the game was used	<i>During the session , the topic of international cooperation was discussed , there was an introductory session, then a research one, where participants had to find information about the topic from different points of view so to be able to apply a critical thinking approach to the activity . Then the students chose and played the different games and Then in small groups played different roles (3-5 student/group),and had discussions about what they had felt</i>
Students' feedback	<i>Students in general showed a positive attitude towards the game and discussed about the interest of implementing it in the curriculum .</i>
Advantages	<i>Case study methodology through a game motivates students to interact much more , to develop a critical thinking approach and to participate much more in the learning process and in the communication activities .</i>
Challenges	<i>Time</i>
Other comments	<i>The session was so interesting and interactive that more sessions would be welcome.</i>

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<i>Course title</i>	<i>Human Resource Management</i>
<i>Level (BSc, MSc, PhD)</i>	<i>BSc</i>
<i>Type of the course (seminar / lecture)</i>	<i>Lecture</i>
<i>Topic(s) of the pilot class(es)</i>	<i>International development cooperation – IDEC PBL serious game</i>
<i>Number of participating students (persons)</i>	<i>29 (13 + 16 students in two groups)</i>
<i>Description of the class in which the game was used</i>	<i>The IDEC PBL serious game was integrated into a Human Resource Management (HRM) module, taught in the Bachelor in Business & Management programme. The experimentation took place in two sessions, on February 28 and March 14, 2025. Students engaged with the game in classroom settings. A follow-up focus group interview with five volunteer students was held on April 22, 2025, via Zoom. These students were from the International Business track, aged between 19 and 22.</i>
<i>Students' feedback</i>	<i>Students demonstrated a clear evolution in their thinking and reflections after engaging with the game. Feedback emphasized that the game helped them better connect academic theories to their personal experiences, understand systemic perspectives, and reflect critically on development and power dynamics. They appreciated the active, engaging format of the game.</i>
<i>Advantages</i>	<ul style="list-style-type: none"> - Encouraged critical self-awareness and reflection - Promoted academic-personal integration - Stimulated thinking on local agency and partnership - Helped students recognize systemic issues - Facilitated student engagement and interaction
<i>Challenges</i>	<ul style="list-style-type: none"> - Managing post-game discussion transitions - Ensuring all students could articulate their reflections in the limited time
<i>Other comments</i>	<i>The pilot demonstrated that the IDEC PBL serious game can be a powerful tool in raising awareness about development issues and fostering deeper reflection among students. It supports the development of critical thinking, engagement with complex systems, and questioning of assumptions.</i>



Conclusion

All in all, the consequences of the game were successfully measured and are visibly presentable after the pilot testing phase, therefore, it is appropriate to conclude that the last phase and the game itself were both successful.

As we could see, the final phase proved that the game can be utilised widely, in many different subject areas and the course does not have to specifically focus on international development and relations. In accordance with the previous suggestions, partners successfully took different approaches to integrate the game into different courses. In the future this could be further expanded on demand (eg. language courses).

Regarding the game itself, based on all feedback it is evident that the game is effective to encourage reflection on the topics covered and also to shift young people's willingness to act to a certain extent, which is arguably the major outcome of the game. It is clear that many young people recognise and comprehend global issues and Africa's challenges, moreover they show some level of sensitivity towards the subject as well. The game seems to be effective in increasing this sensitivity and many times turn it into willingness to act in different forms - while some respondents would volunteer and become advocates of global issues, others would make more conscious and ethical decisions in their everyday life. This is a generic phenomenon that can be seen among all students regardless of age, gender, country of origin, ethnicity or - even more interestingly - academic discipline.

Another of the most common phenomenons is the generic skepticism and mistrust in the current system: many students agree that even though they are willing to act, it is not enough to have a system-wide impact on the global issues in question. Their opinions on the actors of international development also supports this mistrust, it is generally noticeable that students mostly reject the activities of profit-oriented companies and state-dependent agencies, and they would much rather trust regulated, independent NGOs.

Overall, the game appears to be an effective tool, both inside and outside the classroom, to start conversations and to make players think about socio-economic global challenges. It successfully encourages shifts in perspective and personal reflection—demonstrating that it achieves its intended purpose of raising awareness and influencing attitudes, which was the primary goal of this project.

Course Description - Developing a serious game -STUCOM

1. Lecturers

Alex Castel : alex.castel@stucom.com

Rosario Cuart: charo.cuart@stucom.com

Vicente Catala : vicente.catala@stucom.com

2. General Aim and Specific Objectives of the Course

This course is designed for students who aim to develop **serious games** for educational purposes. The primary objective is to introduce students to game design principles, focusing on the creation of serious games that support learning and knowledge transfer. Students will explore AI integration into serious games to enhance interactivity and personalization.

The course uses the **IDEC PBL coursebook** to guide the design and development process. Students will work in groups to design, prototype, and develop a serious game that addresses educational challenges, particularly in learning subjects. The final output will be a fully functional serious game with AI-driven features.

3. Lecture Schedule

Sessions will be held from **12:00 to 15:00 Tuesdays and Fridays from 18 March till 18 April 25**

Topic

Introduction to Serious Games

Game Design Fundamentals

AI Techniques in Game Development

IDEC PBL Framework and Case Studies

Prototyping and Final Game Presentation

4. Compulsory Literature

- IDEC PBL Coursebook (2025): *Designing Serious Games for Learning*. IDEC Publishing.
- Fullerton, T. (2018): *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*. CRC Press.
- Salen, K. & Zimmerman, E. (2004): *Rules of Play: Game Design Fundamentals*. MIT Press.

5. Recommended Literature

- Bogost, I. (2011): *How to Do Things with Videogames*. University of Minnesota Press.
- Gee, J. P. (2007): *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.
- Johnson, S. (2006): *Everything Bad is Good for You: How Today's Popular Culture is Actually Making Us Smarter*. Penguin.

6. Requirements

The course assessment is divided into three parts:

- **Attendance** (10 points total) – 1 point per session, awarded only if the student attends at least 4 out of 5 sessions.
- **Game Prototype or Design Document (20 points)** – groups must present their game concept and prototype, showcasing the application of IDEC PBL principles and AI integration.
- **Final Game Presentation and Demo (20 points)** – demonstrating the completed game with a focus on educational impact and AI features.
- **Reflection Paper (10 points)** – individual submission summarizing the design process and lessons learned.

Bonus Points: Participation in a feedback session about the game's impact and usability (+5 points). The session will take place outside class hours, and registration is required.

Grading Scale:

Score (%)	Grade
0-59%	Failed (1)
60-69%	Passed (2)
70-79%	Satisfactory (3)
80-89%	Good (4)
90-100%	Excellent (5)

The European Union in the Global Economy, 2024/2025 spring

Basic information on the course

Lectures/week:	2 hours
Final grade:	Based on Coospace tests, Attendance, and a Podcast Credits: 3
Time of the lecture:	Mondays, 18-20pm, in class sessions every second week
Place of the lecture:	GO Seminar Room
Course materials:	on Webuni
Lecturer:	Timothy Yaw Acheampong, PhD
E-mail:	tyacheampong@eco.u-szeged.hu or yamebah@yahoo.com
Qualification:	scale of five grades(1-5)

Course description

The aim of the course is to provide students with an comprehensive picture of the European Union's role in the global economy by introducing students to the current global economic trends from the perspective of the EU and equipping students with knowledge and tools to evaluate the socioeconomic development activities and current standing of the European Union in the global economy. Additionally, students will have the opportunity to analyze the EU's international development cooperation activities with project-based learning via the IDEC PBL Serious Game.

Intended Learning Outcomes

Directly to:

ILO4 – A student will be able to recognize and evaluate the EU's role in global economic trends.

ILO6 – A student will be able to learn how to work in groups and cooperate with other students to solve tasks in the classes and for the exam.

ILO7 – A student will be able to freely express themselves and respect the views of others during in-class debates.

Requirements:

The course follows the principles of the so-called flipped classroom whereby the students would be required to learn the theoretical materials before the in-class sessions take place. These materials include recorded videos and some reading materials that have been prepared by Dr. Beata Udvari and will be available in the Webuni learning management system. The in-class sessions will be used for practical application of the course materials through debates and interactive exercises. In line with these principles, the in-class sessions will take place every second week, and in the meantime, students need to learn the given materials and complete Coospace tests based on the materials in the Webuni.

Agenda

The topics covered in the Webuni for autonomous learning include the following:

- 1-Introduction to the EU
- 2-Introduction to the global economy
- 3-Globalization, global issues
- 4-Millennium Development Goals, Sustainable Development Goals
- 5-Introduction to International Trade
- 6-Institutions of international trade
- 7-The EU and Developing countries
- 8-International Development Cooperation (EU aid)
- 9-Foreign Direct Investments
- 10-The EU and Industry 4.0

Structure of the in-classsessions and autonomous learning:

Date	In-class session	Topics for autonomous learning	Deadline of the CooSpace-test
17-Feb	Introduction	x	x
24-Feb	x	Chapter 1-4 in Webuni	2 March
03-Mar	EU and global economy	x	x
10-Mar	x	Chapter 6-7 in Webuni Introduction to international trade	16 March
17-Mar	x	x	x
24-Mar	x	Chapter 8-9 in Webuni Developing countries and the EU	30 March
31-Mar	IDEC PBL Serious Game	x	x
07-Apr	x	Chapter 10 in Webuni Foreign Direct Investments	13 April
14-Apr	x (Spring Break)	x	x
21-Apr	x (Easter)	Chapter 11 in Webuni The EU and industry 4.0	27 April
28-Apr	EU's future in the global economy	x	x
05-May	x	Podcast – Deadline 10 May	x
12-May	Summary of the course	x	x

Final grade

In order to get the final grade of the course, the students must meet the following requirements:

(1) Students must complete CooSpace tests. These tests will account for 20 points. There will be 5 CooSpace tests, and students can earn 4 points from each test (2 points: between 80-90%, 4 points: between 91-100%; 0 point if it is below 80%).

(2) The students need to **participate in the in-class sessions**. Participation in class exercises will account for **20%** of the final grade. Students will receive points based on the number of their participation.

-participating in 5-6 classes: 20 points max

-participating in 3-4 classes: 12 points max

-participating in 2 or less classes: 0 point

In case a student is ill, **they must inform the lecturer in advance** – in this case, the absence is reasonable. In other cases, a student must inform the lecturers about their absence in advance and provide the necessary documentation in order for the lecturer to consider if the cause of absence is reasonable.

(1) Assignment on IDEC PBL Serious Game

Students would be required to analyse the IDEC PBL Serious Game and its connection to the EU's international development cooperation initiatives. **The maximum points for this assignment will be 20 points.** Detailed instructions for this assignment will be uploaded in the CooSpace.

(2) **Podcast** must be prepared in groups (with maximum three members). The groups can choose a topic from the ones offered by the course leader. The course leader also provides written materials that help the students better understand the topic and on which material the podcast can be built (other materials can also be used). A document providing guidelines for the podcast will be uploaded in the CooSpace.

Deadline: 3 days before the last class. The maximum points a student can get for the podcast is 30 points. Each team member receives the same points for the podcast.

(5) Reflection on podcast. An additional 10 points can be obtained individually by each student if they satisfactorily answer questions relating to the podcast during the last class. This means that **a student will not be able to get these 10 points if they miss the last class.**

For a student to pass the course, they need to collect points from each task type and must obtain at least 60% of points from each task type as follows:

- Coospace tests – Maximum 20 pts, minimum 12 pts
- In-class participation – Maximum 20 pts, minimum 12 pts
- Assignment on Serious game – Maximum 20 pts, minimum 12 pts
- Preparation of podcast – Maximum 30 pts, minimum 18 pts
- Reflection on podcast – Maximum 10 pts, minimum 6 pts

Evaluation:

- 0 – 59 points: fail (1)
- 60 – 69 points: pass (2)
- 70 – 79 points: satisfactory (3)
- 80 – 89 points: good (4)
- 90 – 100 points: excellent (5)
-

Students with exceptional study schedule:

As active participation in the class is required, a student with an exceptional study schedule cannot pass the course.

Compulsory reading:

- Beyond Webuni-materials:
- Cotonou Partnership Agreement
- IMF: World Economic Outlook Reports
- OECD Economic Surveys
- UNCTAD: World Investment Reports
- WEF: The Global Competitiveness Reports
- WTO: World Trade Reports
- Webpage of the EU (DG for Trade, Development Cooperation, External relations)

GLOBAL ECONOMIC TRENDS AND CENTRES 23B104EN/EA, 2024/2025 spring

Basic information on the course

Lectures/week: 2 hours + 2 hours seminar Exam: oral exam

Credits: 5

Time of the lecture: Monday, 12-14 pm Place of the lecture: GO4

Day/Time of seminars: Wednesdays, Group1: 8.30-10; Group2: 10-11.30

Place of the seminar: Ceremonial Hall (KO108)

Qualification: scale of five grades (1-5)

Lecturer: Timothy Yaw Acheampong, PhD

E-mail: tyacheampong@eco.u-szeged.hu or yamebah@yahoo.com

Course description

The aim of the course is to give students an overall picture of the current global economic trends and actors of the global economy. The framework for analysing the global trends will be the Sustainable Development Goals. By the end of the course students will be able to analyse, and critically evaluate global economic trends and centres, and formulate their own (critical) opinion on these topics. The course methodology is based on the principles of experiential learning and would consist of group work, games, and debates. Additionally, students will have the opportunity to analyze international development cooperation with **project-based learning via the IDEC PBL Serious Game**.

Intended Learning Outcomes

By the end of the course, students will be able to:

1. Analyze and explain the dynamics of the global economic landscape. This includes the ability to:
 - a. Access economic data from credible databases and reports
 - b. Analyze and interpret key indicators of global economic performance
 - c. Examine and critically evaluate global economic trends and their implications for various players in the global economy
 - d. Evaluate the impact of global issues and major global events such as the adoption of the SDGs, wars, pandemics, and economic crises on various players in the global economy.
2. Identify and evaluate Economic Centers in the global economy. This includes the ability to
 - a. Identify and compare major global economic centers.
 - b. Assess the dynamics of regional economic blocks/country groupings (EU, BRICS, Emerging Markets, etc.) and their role/impact on the global economy

Agenda

Block 1: Global issues

1. Globalization and global issues
2. Sustainable Development Goals
3. Socioeconomic development indicators

Block 2: Global economic trends

1. International financial flows (foreign aid, FDI, International trade)
2. Industry 4.0 and responsible research and innovation

Block 3: Global economic centres)

3. Advanced and developed countries
4. Emerging economies
5. Developing countries

Requirements of the course:

1) Lectures

The lectures are held every second week during the semester, and the participation is mandatory. The course materials are available in a digital format, and students must study them autonomously. The in-class sessions will be practice-oriented. The lectures are divided into 3 blocks. Each block is closed with a Block Task Sheet that will be published on Coospace. Students can collect points from the blocks as follows:

-Block1: maximum 15 points

-Block2: maximum 15 points

-Block3: maximum 20 points

In order to be eligible to take the final exam, a student must

-solve and submit all three Block Task Sheets

AND

-collect at least 36 points (min. 72%) from the Block Task Sheets.

In case a student does not meet any of these two criteria, a student is not allowed to take the oral exam.

Details of the course structure

Date	Content	CooSpace	In class session
10 Feb	Initial meeting	Requirements, discussion of the course structure	✓
17 Feb	Block1: Global Issues	The lecturer publishes the study materials, the study guide and the Block Task Sheet for Block1.	x
24 Feb			✓
3 Mar			x
10 Mar		Submission of Block Task Sheet 1 Deadline: 10 March 23.55	x
17 Mar			
24 Mar	Block2: Global Economic Trends <u>Global financial flows</u>	The lecturer publishes the study materials, the study guide and the Block Task Sheet for Block3.	✓
31 Mar			x
7 Apr		Submission of Block Task Sheet 2 Deadline: 14 April 23.55	✓
14 Apr			x
21 Apr	Block3: Global Economic Centres Country groupings, economic centres	The lecturer publishes the study materials, the study guide and the Block Task Sheet for Block3.	✓
28 Apr			x
5 May		Submission of Block Task Sheet3 Deadline: 12 May 23.55	✓
12 May			x
19 May			✓

2) Seminars

Participation in the seminars is mandatory for INEB students. A maximum of **2 seminars can be missed throughout the semester.** If a student is late (5 minutes or more from the beginning of the class), his/her participation cannot be accepted. The seminars are built on interactive tasks, which will not be repeated to the late-comers. Because of the educational method of the course, it is not possible for a student to switch between the seminar groups. The seminars are held in person. In case of illness, a student must inform the lecturers in advance, and they also need to submit an official document issued by a doctor – if these are fulfilled, the absence is accepted. If a student misses more than two seminars during the semester, they are not allowed to take the oral exam

Final Requirements for INEB Students

The semester ends with an oral exam that has two parts.

a. Students must choose from one of the proposed topics below and **create a podcast**. The podcast must be professional conversation. The details and requirements of a podcast will be published in a separate document on Coospace. The podcast must be submitted electronically on Coospace two days before the exam, and this is an eligibility rule of taking the oral exam. In case the file cannot be uploaded, please use a Drive-link or any cloud opportunity and share the link on the Coospace. Some topics are offered in this course description. If a student chooses a different topic from those proposed below, it is his/her duty to get the approval of the topic from the lecturer. If a student fails to discuss the topic, it is his/her responsibility to ensure that it fits with the course aims.

b. At the end of the semester, in the exam period, every student must take an **oral exam**. During the oral exam, **firstly**, a student must give a short summary (main lessons) of the podcast. **Secondly**, he/she must answer some questions in relation to the course materials including topics discussed during the lectures and the seminars in the semester.

The final grade is determined based on the **block task sheets (30%), the quality of the podcast (20%), oral exam (50%)**. The final grade is on a 1-5 scale. At least 60% is required to pass the course.

Final Requirements for Master of International Relations Students

To get the final grade, students must make a podcast. The students must choose a topic from the proposed topics below and work in a group of a maximum of 3 students. They must prepare a podcast on the selected topic (a podcast guide will be published in Coospace) that must be submitted electronically by **31 May 2025**. Some topics are offered in this course description. If a student chooses a different topic, it is his/her duty to get the approval of the topic from the lecturer. If 3 students fail to discuss the topic, it is his/her responsibility that it maybe will not fit the course aims. **There will be no for MIR students**. The final grade is determined based on the results of the Block Tasks Sheets and the podcast (in 50-50%). The final grade is on a 1-5 scale. At least 60% is required to pass the course.

Proposed topic to the podcast

- China (or other country!) and Africa (advantages, disadvantages, motivation, aid)
- FDI and trade
- Trade or aid?
- FDI in China (how much, why or why not?)
- FDI in Africa (how much, why or why not?)
- FDI in Latin America (how much, why or why not?)
- Effects and possible consequences of a global challenge
- The role of NGOs in world economy
- Taxation of multinational corporations
- Developing countries and aid
- The role and aims of BRICS
- Industry 4.0, AI, responsible research and innovation
- Environmental aid
- Critical assessment of the SDGs
- Any other topic agreed with the leader of the lecturer

Students with individual schedule:

In case a student is unable to participate in the classes, they must officially apply for an individual schedule. In this case, a student must let the lecturer know this fact in advance. Students with individual schedules must meet all the above requirements (Block Task Sheets; podcast, and oral exam) and seminar participation.

Reading materials

Besides the lectures and the uploaded articles:

- IMF World Economic Outlook Reports
- Michael Pettis: *The Great Rebalancing: Trade, Conflict, and the Perilous Road Ahead for the World Economy*. Princeton University Press, Princeton 2013, ISBN: 9780691158686
- Michael P. Todaro – Stephan C. Smith (2020): *Economic Development*.
- World Investment Reports World Trade Reports
- World Development Reports Global Risk Reports
- OECD Economic Surveys

ECONOMIC POLICY, full-time, BSc – Spring 2025

Lecturers

- Marianna Sávai, assistant professor
- Gábor Bodnár, associate professor

Contact:

	<i>Open office hour</i>	<i>E-mail</i>	<i>Room</i>
<i>Marianna Sávai</i>	Fridays 8-10	savai.marianna@eco.u-szeged.hu	KO 309
<i>Gábor Bodnár</i>	Mondays 10-12	bodnar.gabor@eco.u-szeged.hu	KO 306

The general aim and specific objectives of the course

The course presupposes knowledge of the basic microeconomics and macroeconomics and an interest in related topics. The general aim of the course is to provide students with an introduction to the basic concepts of economic policy, its objectives and instruments. A serious game (IDEC PBL) about sustainable development will be used to understand and deepen the knowledge in the topic. To deepen the understanding of the objectives and instruments of economic policy, students will prepare presentations/papers during the semester to deepen their understanding of the theoretical context through practical examples.

About the lecture

Wednesdays: 16⁰⁰-17³⁰, GO6

Schedule

Topic	Date
Market failures	12 February
Introduction of economic policy	19 February
Microeconomic policies I.	26 February
Microeconomic policies I.	5 March
Regional policy	12 March
Monetary policy	19 March
Fiscal policy	26 March
Trade policy	2 April
Sustainable development with serious game – IDEC PBL	9 April
<i>Spring break – no lecture</i>	<i>16 April</i>
<i>Day of sport – no lecture</i>	<i>23 April</i>
Financialization	30 April
New development state	7 May
Digitalization	14 May
Preliminary exam	21 May

Compulsory literature:

Reading lessons

Veress József (ed) 2003: Gazdaságpolitika. Typotex, Budapest, 1-7, 14. chapters

Veress József (ed) 2005: Fejezetek a gazdaságpolitikából. AULA, Budapest, 3. chapter

Recommended literature:

- Bod P. Á. (2006): Bevezetés a gazdaságpolitikába. AULA, Budapest.
- Barr N. (2009): A jóléti állam gazdaságtana. Akadémiai Kiadó, Budapest.
- Udvari B. – Kis K. – Halmosi P. (2018): Generosity or Economic Reasons? – Motivations of Kuwait and the United Arab Emirates for Aid Allocations. *International Journal of Diplomacy and Economy*, 4(2), 81-106.
- Udvari B. (2014): Realignment in international development cooperation: Role of emerging donors. *Society and Economy*, 3, 407-426.
- Brophy, M. (2020): The Role of NGOs in Supporting Education in Africa. *Journal of International and Comparative Education*, 9(1), 45-56.
- Banks, N. – Hulme, D. (2012): The Role of NGOs and Civil Society in Development and Poverty Reduction. *Brooks World Poverty Institute Working Paper*, 171.
- Shivji, I. G. (2016): The Silences in the NGO Discourse: The Role and Future of NGOs in Africa. *Africa Development*, 31(4), 22-51.

Requirements

The subject is completed in 3 parts:

- attendance 10 points per class - 1 point per class, but only if the student has attended at least 8 lectures
- 10 points for a class presentation or submission - there is a choice between the two, one of which is compulsory and is a condition for passing the exam (the topic chosen must be indicated on the "mid-term assignment" forum by 1 March) - details in the documents under "Mid-term assignment".
- coospace test during the exam period 30 points - based on material from lectures - true/false single choice questions

Extra points: participation in a focus group interview after the serious game +5 points. The interview will take place at an external location and not during class time. Registration is possible after the game by providing an email address.

You can get the following grade for the course based on cumulated result:

0-59%	failed (1)
60-69%	passed (2)
70-79%	satisfactory (3)
80-89%	good (4)
90-100%	excellent (5)

INTERNATIONAL DEVELOPMENT COOPERATION

Basic Information on the Course

Number of students: 30

Weekly hours: 2 hours

Assessment: practical grade

Credits: 3

Course materials: Reading materials and video materials

Grading: Five-point scale (1–5)

Course Description

The course aims to provide students with a comprehensive overview of international development issues and to answer questions such as why aid is needed, who the main donors are, what interests drive aid, and what trends can be observed today. As a result of the course, students will acquire the basic concepts of international development aid and will be able to express their opinions on the subject. In the course, we will use the IDEC PBL serious game as it provides a practical approach to international development cooperation.

Syllabus

1. Introduction
2. Global economic inequality
3. Millennium Development Goals, Sustainable Development Goals
4. Definition of developing countries, reasons for their underdevelopment
5. Definition of aid
6. Types and categories of aid flows
7. Types of donors
8. Motivations behind aid
9. Types of recipient countries
10. Characteristics of emerging donors
11. Hungary's aid activities

Requirements

The course follows the flipped classroom model: students study theoretical materials before the practical (contact) sessions, where we solve related practical tasks (including the topics of the IDEC PBL serious game). This means that there will be a contact session every second week, and during the interim weeks students must study the provided digital materials. To ensure effective participation, students must follow these rules:

- Participation and active engagement in contact sessions is fundamental; attendance is mandatory.
- Only those students may attend the contact sessions who have uploaded the assigned task or successfully completed the related Coospace test by the given deadline.

Final grade is based on the following components:

1. Students must analyze the aid received by a selected developing country, using the OECD QWIDS database. This task is to be done individually or in pairs (max. 2 people) in a 5–8 page document. Details will be provided during the semester. Max score: 25 points.
2. Students must design an informative marketing campaign (individually or in pairs) aimed at Generation Z (born after 1995 – young university and high school students) to raise awareness about international development aid and the problems faced by developing countries. Max score: 25 points.
3. Attendance at contact sessions:
 - Attending 5–6 sessions: 20 points
 - Attending 3–4 sessions: 10 points
 - Attending 2 or fewer sessions: 0 points

To pass the course, students must score at least 10 points in each category (analysis, campaign, attendance).

Grading

- 0–29 points: fail (1)
- 30–40 points: pass (2)
- 41–50 points: satisfactory (3)
- 51–62 points: good (4)
- 63–70 points: excellent (5)

Students with Individual Study Plans

Students with approved individual study plans may complete the course by fulfilling the final tasks. For them, only the analysis of aid activity and the marketing campaign are counted in determining the final grade.

Grading

- 0–25 points: fail (1)
- 26–30 points: pass (2)
- 31–36 points: satisfactory (3)
- 37–42 points: good (4)
- 43–50 points: excellent (5)

Required Literature

- Csongor A. – Sziklai I. (eds.) (2012): Development Policy, Strategic Program Development in Social Policy. E-textbook, ELTE. Chapters 3.1 and 3.2 (in Hungarian)
- Kiss J. (ed.) (2019): International Aid at the Beginning of the 21st Century. Akadémiai Kiadó, Budapest. (in Hungarian)
- Paragi B. – Szent-Iványi B. – Vári S. (2007): International Development Aid. Textbook. Tett Consult Kft, Budapest. (in Hungarian)
- Udvari B. (2011): The Aid for Trade Program and the Least Developed Countries: Who Are the Main Beneficiaries? *Külgazdaság*, 7–8, pp. 33–55. (in Hungarian)
- Udvari B. (2013): The European Union's International Development Policy: Effectiveness of Trade Policy Tools. JATEPress, Szeged. Chapters 2.1, 2.3, 3 (except 3.3), 4 (except 4.5) (in Hungarian)

International HRM & Cross-Cultural Management, 06211155

Main degree: Bachelor Business Management			
Other degrees: -			
Semester N° 6	Contact Hours:	CM: 24 (12+12) TD: 15	5 ECTS
Teacher/Coordinator: Pr Jerome Chabanne-Rive & Dr Ali Zaher			
Guest Lecturers: -			
Language of Instruction: English			

COURSE DESCRIPTION

This comprehensive course in International Human Resource Management & Cross-Cultural Management (IHRM & CCM) begins with an introduction to the fundamental principles of crossing cultural backgrounds in management and managing human capital on a global scale. Participants will delve into the intricate cultural context shaping IHRM practices, gaining insights into how cultural nuances impact international HR strategies. A comparative examination of national HRM contexts provides a framework for understanding and navigating diverse global workforce dynamics. The course progresses to address two major themes: 1) cross-cultural dimension and 2) critical aspects such as staffing, recruitment, and selection for global markets, empowering learners with effective strategies for talent acquisition worldwide. Inter- and cross-cultural management practices and international training, development, and career management are explored to ensure participants are well-versed in fostering a globally competitive workforce. The curriculum then covers crucial dimensions including cross-cultural management, international compensation, performance management, knowledge transfer within multinational companies, and global talent management, offering a holistic view of managing human resources across international borders and cultures.

Estimation of private study (outside of contact hours): 36

TARGETED KNOWLEDGE AND SKILLS

The main purpose of this course is to offer holistic understanding about the international human resources management.

The course is designed to help students gain:

- Understanding what IHRM & CCM mean, their main dimensions, characteristics, and major importance.
- Understanding the practices of IHRM & CCM and how it differed from the practices of local/national HRM.

DIMENSION OF SOCIAL RESPONSIBILITY (IF APPLICABLE)

CSR is approached as a fundamental dimension of international HRM. CSR dimension will be analysed mainly during sessions linked to cross-cultural dimension.

TEACHING METHODS

Lectures and seminars, composed of case studies

NATURE OF MATERIALS

Academic articles and books

TEACHING INNOVATIONS AND USE OF TECHNOLOGY

Moodle platform + experimentation of a serious game dedicated to cooperation in international development (IDEC PBL Serious Game)

PRE-REQUISITES IN TERMS OF KNOWLEDGE AND SKILLS

No

ADVISED PRIOR READING

COURSE OUTLINE

- Cross-Cultural Management: introduction to managerial cultural studies (JCR)
- Cross-Cultural Management: major theoretical grids for managerial action – 1 (JCR)
- Cross-Cultural Management: major theoretical grids for managerial action – 2 (JCR)
- International HRM: Cooperation Challenges in International Development - IDEC PBL Serious Game (JCR)
- Sourcing Human Resources for Global Markets – Staffing, Recruitment and Selection (AZ)
- International Training, Development and Careers (AZ)
- International Compensation & Performance Management : Knowledge Transfer within a Multi-/inter-national company & Global Talent Management (AZ)
- Equity, Diversity, Inclusion in IHRM & CCM (AZ)

BIBLIOGRAPHY

PRESCRIBED TEXTS AND PUBLICATIONS

- Sebastian. B, Gunter. S, Mark. M, & Gary. O., (2017). Reading and Cases: International Human Resources Management. Routledge.
- Meyer E., (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. Public Affairs.
- Dowling Peter, Festing Marion, & Engle Allen, (2013). International Human Resource Management. Cengage Learning.

RECOMMENDED TEXTS AND PUBLICATIONS

- BREWSTER, C., SPARROW, P., et VERNON, G. Comparative HRM: reward. C. Brewster, P. Sparrow, and g. Vernon,(eds.), International human Resource management, 2nd ed. London: Chartered Institute of Personnel and Development, 2007.
 - HALL, Edward T. The silent language in overseas business. Harvard business review, 1960, vol. 38, no 3, p. 87-96.
 - HOFSTEDE, Geert et MINKOV, Michael. Long-versus short-term orientation: new perspectives. Asia Pacific business review, 2010, vol. 16, no 4, p. 493-504.
 - TROMPENAARS, Fons et HAMPDEN-TURNER, Charles. Managing people across cultures. Chichester : Capstone, 2004.
 - SCHWARTZ, Shalom H. Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In : Advances in experimental social psychology. Academic Press, 1992. p. 1-65.
 - SCHWARTZ, Shalom H. A proposal for measuring value orientations across nations. Questionnaire package of the european social survey, 2003, vol. 259, no 290, p. 261.
- HOUSE Robert J., Paul J. Hanges, Mansour Javidan, Peter W. Dorfman, Vipin Gupta, Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies, SAGE Publications, 29 avr. 2004 - 848 pages

EMBLEMATIC BOOKS OR RESEARCH PAPERS REGARDING THE SUBJECT OF THE COURSE

- SCHWARTZ, Shalom H. Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In : Advances in experimental social psychology. Academic Press, 1992. p. 1-65.
- SCHWARTZ, Shalom H. A proposal for measuring value orientations across nations. Questionnaire package of the european social survey, 2003, vol. 259, no 290, p. 261.

TEXTS AND PUBLICATIONS OF IAELYON FACULTY ON THE SUBJECT OF THE COURSE

- Chabanne-Rive J. (2019) "Talent development of executives during expatriation process: experiential learning outcomes" (avec Marine Berthelet-Mongereau et Marc Valax), communication internationale avec actes et comité de lecture dans le cadre du 8th EIASM Workshop on Talent Management, TBS, Sept30-Oct1.
- Chabanne-Rive J. (2018). "Global Leaders' Feedback on the IHRM Department Performance During and After International Assignments in Russia" (avec M. Mongereau-Berthelet & M. Valax), communication internat. avec actes et comité de lecture dans le cadre des 23ièmes rencontres EURASIA, Kobe, juin.
- Chabanne-Rive J. (2017). "Cultural Differences Towards Business Ethics - Implications for European and American Investors in Vietnam" (avec Marc Valax), in ZOLIN, M.B., ANDREOSSO-O'CALLAGHAN B. & JAUSSAUD J. (Ed), Economic Change in Asia, Implication for corporate strategy and social responsibility, Routledge, New York.
- Chabanne-Rive J. (2017) « Mobilités internationales des entreprises et des ressources humaines : analyse des formes alternatives de mobilités pour gérer discrétionnairement l'adaptabilité des managers et des leaders globaux en Asie » (avec Marc Valax et Michelle Duport), 28ième Congrès AGRH, Aix-en-Provence.
- Chabanne-Rive J. (2016). Les modes de contrôle interactif des filiales internationales - Quand le coopérativisme devient subordination à l'étranger » (avec M. Valax), Revue Française de Gestion, 42 (256), 139-158.
- Chabanne-Rive J. (2016). « Les défis d'une recherche-action envers des cadres seniors : application à la gestion des contrats de travail expatriés requalifiés » (avec Marc Valax), in DUPUIS, J.-P., LEMAIRE J.-P. & MILLIOT E. (Coord), Ancrages culturels dans un monde en mutation, Ed Vuibert, Paris,.
- Chabanne-Rive J. (2014) « Edward T. Hall, La Communication interculturelle » (avec Alain Roger), in MAYRHOFER, U. (Dir), Les grands auteurs en management international, Ed EMS, Paris.
- Chabanne-Rive J. (2014) « Cultural Differences Towards Business Ethics - Implications for European and American Investors in Vietnam » (avec Marc Valax), communication internationale avec actes et comité de lecture dans le cadre des 19ièmes rencontres EUROASIA, Yokohama, Japon, Juin.

Spanish Focus Group

The Spanish focus group for Change the Game, Not Africa! consisted of five Higher vocational students from diverse academic backgrounds, including international business and finances education. The discussion aimed to explore how the serious game influenced their understanding of global development, inequality, and international cooperation. The game's immersive and scenario-based approach led to a rich exchange of views on power dynamics, ethical decision-making, and the roles of different actors in international development.

1. Inequality and Structural Injustice

Students agreed that the game accurately portrayed inequality as a deeply rooted structural issue. They appreciated how it forced players to prioritize basic needs and make trade-offs under pressure. One student remarked, *“It made me realize how development work isn’t about fixing everything, but about choosing where you can make the biggest impact with limited resources.”* The group highlighted that inequality goes beyond income and includes access to education, healthcare, and voice in decision-making.

They discussed how development aid should shift from charity to long-term support—especially in empowering local communities through education and leadership. There was criticism of traditional aid models, which were seen as sometimes imposing external agendas. As one participant put it, *“It’s not about giving from above, it’s about building together.”*

2. International Actors: Between Help and Harm

The focus group engaged deeply with the game's depiction of NGOs, governments, and corporations. NGOs were generally viewed as well-intentioned, with closer ties to local issues, but not immune to inefficiency or lack of transparency. One student mentioned, *“You want to trust NGOs, but after playing, you start asking—who decides what’s urgent? Who benefits from the intervention?”*

Multinational corporations sparked more skepticism. The group felt the game rightly depicted them as actors whose actions may bring jobs or infrastructure, but whose core goal remains profit. These benefits were often seen as side effects rather than intentional contributions to development.

3. Personal Responsibility and Ethical Reflection

The game encouraged students to reflect on their own roles as global citizens. While some felt motivated to make more ethical consumer choices or stay informed on global issues, others expressed doubts about the actual impact of individual actions. The visualization of consequences in the game helped bridge this gap, making the effects of decisions more tangible.

A strong point of consensus was the importance of continued dialogue. One participant stated, *“We may not be decision-makers yet, but we can start conversations, question things, and raise awareness—even in our everyday circles.”*

4. Educational Experience and Game Design

All students agreed that the game offered a compelling and educational experience. They appreciated how the game introduced African development in a nuanced, respectful, and strategic way. The interactive format helped them think through ethical dilemmas and consider multiple perspectives—including donors, NGOs, and local leaders.

They suggested improvements such as expanding the number of scenarios or adapting it for high school students. One student concluded, *“This should be part of our curriculum. It teaches more in one hour than a semester of lectures on development theory.”*

Spanish Focus Group 2 Interview Summary

A second Spanish focus group was conducted with 3 Higher Vocational Education and Training (VET) students, primarily from international business, finance, and marketing backgrounds. The group was introduced to Change the Game, Not Africa!, and the discussion focused on how the game challenged their thinking on global inequality, cooperation, and development. Unlike more academically theoretical approaches, students found the game's scenario-driven format highly relatable to real-world economic and social trade-offs. Their perspectives reflect the mindset of practical, career-focused learners grappling with global issues through a more applied lens.

1. Rethinking Inequality: Priorities and Pragmatism

Students recognized that the game exposed the systemic nature of global inequality, especially in how access to essentials like clean water, education, and infrastructure can dramatically differ between regions. They appreciated the way the game made them think in terms of opportunity cost and priority-setting. One student shared, *“You realize quickly that you can't do everything—so you have to be smart, not just generous.”*

There was broad agreement that development is not about creating sameness but ensuring fair chances. The students questioned how traditional aid models often fail to understand local realities. One participant said, *“You can't import solutions. People on the ground have to be part of the decision-making.”*

2. Trust and Tensions: Views on Key International Actors

Students held mixed views about the various actors featured in the game. NGOs were often seen as *“the good guys”* but not immune to criticism. Several questioned how goals are set, and whether funding follows needs or visibility. As one student put it, *“Some NGOs do great work, but others seem to act like brands competing for attention.”*

Their view on corporations was pragmatic but cautious. While they acknowledged the economic role of business—such as job creation and investment—they were wary of *“development”* being framed as a side effect of profit-driven motives. *“It's development if it benefits locals in the long run—not just shareholders,”* one student commented.

3. Responsibility, Cynicism, and Possibility

This group had a more mixed reaction to the idea of personal responsibility. Several students expressed skepticism, saying they feel overwhelmed or unsure where to start. *“I recycle and try to shop responsibly, but honestly—it feels small,”* said one. Others, however, felt the game helped them see the indirect power individuals can have. The consequences built into each scenario gave a clearer sense of how personal or local choices scale up.

An interesting point was raised around the role of financial literacy and ethical investment—topics closer to their studies. One student suggested, *“We could learn more about impact investing or ethical finance. That's how people like us can really make a difference.”*

4. Game Design and Learning Impact

All students strongly endorsed the game's interactive approach. They noted that traditional classroom content rarely allows them to grapple with moral complexity or international development issues. Several described the game as a *“wake-up call”* for thinking beyond Europe-centric economic models. Participants proposed some practical enhancements, such as multilingual options, mobile-friendly versions, or added modules focused on entrepreneurship and social enterprise. *“This game would be amazing in business classes. It's about more than profit—it's about choices that shape the world,”* one concluded.

Spanish Focus Group 2 Interview Summary

A second Spanish focus group was conducted with 3 Higher Vocational Education and Training (VET) students, primarily from international business, finance, and marketing backgrounds. The group was introduced to Change the Game, Not Africa!, and the discussion focused on how the game challenged their thinking on global inequality, cooperation, and development. Unlike more academically theoretical approaches, students found the game's scenario-driven format highly relatable to real-world economic and social trade-offs. Their perspectives reflect the mindset of practical, career-focused learners grappling with global issues through a more applied lens.

1. Rethinking Inequality: Priorities and Pragmatism

Students recognized that the game exposed the systemic nature of global inequality, especially in how access to essentials like clean water, education, and infrastructure can dramatically differ between regions. They appreciated the way the game made them think in terms of opportunity cost and priority-setting. One student shared, *“You realize quickly that you can't do everything—so you have to be smart, not just generous.”*

There was broad agreement that development is not about creating sameness but ensuring fair chances. The students questioned how traditional aid models often fail to understand local realities. One participant said, *“You can't import solutions. People on the ground have to be part of the decision-making.”*

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Spanish Focus Group 3

Group Profile:

This focus group consisted of 3 students from social sciences and humanities backgrounds. Their discussion was deeply reflective, focusing on systemic power relations, postcolonial narratives, and ethical questions within development discourse.

1. Global Inequality Through a Critical Lens

Students emphasized that the game successfully exposed the structural roots of inequality. However, they felt more could be done to acknowledge historical injustices such as colonization and exploitation. One participant reflected, “*You can’t talk about development without talking about the damage Europe caused in the first place.*”

They were particularly critical of top-down approaches and questioned who gets to define “*development.*” There was a strong call for decolonizing aid narratives and letting local voices lead the conversation.

2. Crisis of Trust in Institutions

The group expressed broad skepticism toward institutional actors. NGOs were appreciated for their local presence but criticized when seen as too aligned with Western agendas. A participant remarked, “*When NGOs bring values without context, they risk repeating colonial patterns.*”

Multinational corporations were universally distrusted, viewed as exploiting local resources under the guise of partnership. Governments, both donor and recipient, were seen as often self-interested or corrupt.

3. Personal Responsibility vs Structural Change

While recognizing the role of individuals, this group stressed collective and institutional responsibility. They feared overemphasizing personal choices might distract from the need for systemic reform. “*I can recycle all I want, but if trade rules are unfair, nothing changes.*” one said.

Still, they agreed the game helped clarify the ripple effects of individual action, and that engaging in public debate, education, and activism are valid contributions.

4. A Tool for Critical Dialogue

Participants praised the game for encouraging critical thinking and debate. They felt it had real value in university courses dealing with ethics, global politics, or development. “*This game doesn’t give easy answers—it forces you to think.*” a student summarized.

They recommended the game be supplemented with historical context, and more diverse scenarios, including post-colonial case studies.

Spanish Focus Group 4

Group Profile:

This group included 3 students from computer science. Their discussion was notably solution-oriented, with an emphasis on innovation, efficiency, and real-world implementation of ideas.

1. Inequality as a Technical Challenge

While acknowledging the ethical dimension, students viewed inequality partly as a logistical and technological problem. They appreciated how the game required optimizing scarce resources. *“It felt like solving a systems problem—with people’s lives involved,”* one said.

They emphasized infrastructure, access to technology, and local innovation as crucial components of sustainable development, beyond just financial aid.

2. Mixed Views on Institutions

NGOs were seen as useful intermediaries, though sometimes inefficient. The students appreciated the game's portrayal of the limitations and unintended consequences of interventions. One noted, *“Good intentions don’t mean good results. You need data, feedback, and local input.”*

Corporations were viewed with cautious optimism. While their motives were questioned, students saw potential in corporate innovation and public-private partnerships—if regulated and transparent.

3. Empowering Through Knowledge and Tech

The students stressed the importance of building local technical capacity. They discussed open-source tools, decentralized energy, and mobile education platforms as empowering solutions. The game encouraged them to think about scalable impact: *“Small tech solutions can solve big problems—if they’re context-aware.”*

They were also motivated by the potential for engineers and developers to design tools that promote equity.

4. Game as a Simulation Tool

The group praised the game’s systems-thinking approach. They saw it as a powerful simulation for teaching resource allocation, problem-solving under constraints, and multi-stakeholder planning. Suggestions included adding more data-driven dashboards, measurable indicators, and decision-trees with real development metrics.

Spanish Focus Group 5

Group Profile 5:

This focus group was made up of 3 adult learners enrolled in evening or continuing education programs. Their insights were grounded in practical experience and real-life observation of inequality.

1. Development as a Human Issue

Participants resonated with the human-centered challenges in the game. One remarked, *“This reminded me of situations I’ve seen in real life—where help comes, but it doesn’t always help.”*

They valued the emotional aspect of the game, especially scenarios where good intentions led to unintended harm. Empathy and humility were central themes in their discussion.

2. Skepticism Balanced with Realism

This group brought practical, lived perspectives on NGOs, governments, and corporations. They agreed that resources are often wasted due to poor coordination or bureaucracy.

Still, they maintained that both institutions and individuals have a role to play—if efforts are well-aligned. *“No single actor can do it alone, but everyone has a part,”* said one participant.

3. Responsibility as a Professional Ethic

Unlike younger students, adult learners connected their role in development to their professions.

They were motivated to be more conscious professionals and suggested community engagement and policy advocacy as meaningful actions.

4. Educational Impact and Applicability

This group found the game both reflective and highly applicable. One suggested using it in staff training or civic workshops. They appreciated how it simplified complex systems without losing depth. *“This game is like a mirror—it shows what’s really at stake,”* said one.

They proposed practical additions such as case study comparisons, debriefing sessions, and action planning after gameplay.

laelyon Focus-group Interview

Date and time of the focus group interviews: interviews have been conducted via Zoom on 22nd April, by a pre-PhD student, starting at 5.00pm.

Number of participants: 5 students, first names have been changed, 3 females, 2 males, bachelor students in international business

Part 1: Generic questions

1. Why or why not do you personally feel that your simple actions are capable of having an effect on people that are in need worldwide?

Sophie, 20 years old

"I absolutely believe that my actions can make a difference globally. Last year, I started volunteering with a local refugee support organization in Lyon, and I've seen how even small gestures—teaching French for two hours each week or helping with paperwork—directly impacts families who have fled terrible situations. My management studies have shown me that individual actions ultimately drive organizational behavior. When enough of us make ethical consumer choices or demand corporate responsibility, companies must respond. It may be a slow process, but I reject this cynical idea that individual actions don't matter. They're actually the foundation of all meaningful change."

Thomas, 21 years old

"To be honest, I am quite skeptical about the impact of individual actions on global issues. I've done the math—if I donate €20 monthly to hunger relief, that's nothing compared to the billions needed. I believe systemic change through policy and institutional reform is far more effective than individual virtue signaling. In our international economics course, we studied how complex global systems function, and the idea that my reusable water bottle will somehow save someone in a drought-stricken region seems naïve. I prefer to focus on developing expertise that might allow me to influence policy later in my career. Individual consumer choices mainly serve to make privileged people feel better about themselves without addressing root causes."

Chloé, 19 years old

"I see it as both yes and no. Some days I feel empowered—like when our class organized that fundraiser for earthquake victims and raised €5,000 in a week. That money definitely helped real people. But other times, I feel overwhelmed by the scale of global problems. I think our generation has a more nuanced view than previous ones. We understand how interconnected global issues are with local actions, but we're also aware of structural barriers. I believe in creating ripple effects. When I choose ethical clothing brands or volunteer, I influence my friends and family. One person can't change everything, but networked individuals creating patterns of behavior? That's powerful. This tension between hope and realism is something I struggle with daily."

Amélie, 20 years old

"I believe firmly in the power of collective individual action. My family came from Senegal when I was young, so I've always had a personal connection to development issues. What frustrates me is how people separate 'personal actions' from 'systemic change' as if they're unrelated. The system is made of individuals! When I joined the university's fair trade initiative, we convinced the administration to change their coffee supplier campus-wide. That's thousands of euros now going to cooperatives that pay living wages. My business ethics professor always says change happens at multiple levels simultaneously. Yes, my individual recycling habit won't save the planet, but my advocacy work with others can shift institutions. The question assumes a false dichotomy between personal acts and broader impact."

Lucas, 22 years old

"I've become more optimistic about this question recently. For years, I was cynical—the problems seemed too big. But last semester during my internship at a social enterprise, I witnessed how innovative business models can scale individual contributions effectively. Now I see that small actions, when strategic and collective, can create meaningful change. I believe in smart, targeted interventions rather than token gestures. For example, I'm learning programming in my spare time to eventually develop apps for humanitarian organizations. Our generation has unprecedented tools to coordinate individual actions into movements. Is my personal carbon footprint reduction going to stop climate change? No. But my skills combined with others in a focused initiative? That can absolutely help vulnerable communities adapt to climate impacts."

2. Do you believe that the concept of general socio-economic inequalities is an issue that needs to be solved or it is an essential part of life that can not be significantly changed? Elaborate on your answer.

Sophie, 20 years old

"I believe socioeconomic inequalities are absolutely a problem we must address. Through my volunteer work with refugees, I've seen firsthand how arbitrary circumstances of birth can determine one's opportunities. It's not just about extreme poverty—it's about ensuring everyone has a fair chance. My development economics professor showed us data on how reduced inequality actually strengthens economic growth long-term. While perfect equality isn't realistic or even desirable—differences in effort and innovation should be rewarded—the current extreme disparities are neither inevitable nor beneficial. Nordic countries demonstrate that more equitable societies are possible through thoughtful policy. As future business leaders, we have a responsibility to envision economic systems that distribute prosperity more widely."

Thomas, 21 years old

"From a purely analytical perspective, some level of inequality is inevitable and even necessary for economic functioning. Competition and incentives drive innovation. However, the degree of inequality we currently see is clearly problematic and destabilizing. I believe in meritocracy, but true meritocracy requires equal starting points which we obviously don't have. The data from our comparative economics course shows that extreme inequality actually hampers growth and creates inefficient allocation of human capital. I'm not advocating for perfect equality—that's unrealistic—but rather a system where talent and hard work matter more than family wealth or connections. We need to distinguish between inequalities arising from merit versus those from structural barriers. The former drives progress; the latter wastes potential."

Chloé, 19 years old

"I think this question reflects a false binary. Some inequality will always exist, but its current extreme form isn't natural or inevitable—it's the result of specific policies and power structures. My family isn't wealthy, and I'm here on scholarship, so I see both the reality of inequality and the possibility of intervention. What frustrates me is how we normalize vast disparities as somehow natural when they're actually human-created. In our business ethics seminar, we discussed how the post-WWII period saw much lower inequality in Western countries through intentional policies. Then political shifts in the 1980s reversed this trend. This history proves inequality levels are choices, not facts of nature. We can't eliminate all differences, but we can certainly create systems with more balanced opportunity and dignity."

Amélie, 20 years old

"Coming from an immigrant family, I've thought deeply about this question. I believe extreme socioeconomic inequality is an urgent problem requiring intervention, but also recognize that some differences in outcomes will always exist. What matters is creating genuine equality of opportunity. When we studied global development indicators, it became clear that countries with stronger social safety nets and educational access have better outcomes across all socioeconomic metrics. This isn't about imposing sameness—it's about removing artificial barriers that waste human potential. I'm actually quite capitalist in my thinking, but I believe markets function better when everyone can participate meaningfully. True competition can't exist when the playing field is fundamentally uneven from birth. We need to distinguish between productive differences that drive innovation and destructive inequalities that create instability."

Lucas, 22 years old

"I've evolved on this question. I used to believe inequality was simply the natural result of different abilities and efforts. My internship experience changed my perspective. I worked with a social enterprise that employs people from disadvantaged backgrounds, and saw brilliance and potential that society systematically overlooks. Now I see that while some variation in outcomes is inevitable, the extreme stratification we have is neither natural nor efficient. It's about systems, not individual merit. However, I'm skeptical of purely redistributive approaches. I believe in creating economic models that are inherently more inclusive from the start—like stakeholder capitalism and social entrepreneurship. These models can preserve the innovation benefits of markets while addressing their distributive failures. Perfect equality isn't the goal, but current disparities waste too much human potential to be acceptable."

3. Is giving back to the global society important to you or is it something that you practice? If you do practice it, how do you do it? If you do not practice it yet but would consider doing it, where would you start?

Sophie, 20 years old

"Giving back to global society is deeply important to me. I make it a practice through my weekly volunteering with refugee families, where I teach basic French and help them navigate administrative systems. It's not just about charity—it's about justice and using my privileges constructively. I also coordinate our university's ethical business case competition, which challenges students to develop solutions for real social challenges. Recently, I've been more conscious about my consumption choices—buying fair trade and using apps that track supply chain ethics. Next year, I plan to join a social impact consulting project through our university's partnership with NGOs. The skills we're learning in our management program are powerful tools that can either perpetuate inequality or help address it, and I'm committed to the latter."

Thomas, 21 years old

"I respect the concept of giving back, but I'm honestly not very active in this area currently. My focus has been on building my skills and knowledge base first. I contribute occasionally to disaster relief campaigns and participated in a fundraiser our student association organized last semester, but it's not a regular practice. I'm skeptical of some charitable approaches that create dependency rather than sustainable change. If I were to become more involved, I'd focus on skills-based contributions rather than just donations—applying my data analysis abilities to help organizations measure impact or optimize operations. I believe the most effective way for me to eventually make a difference is to excel in my field first, then leverage that success to influence meaningful systemic change rather than making token gestures now."

Chloé, 19 years old

"I believe giving back is important, but I'm still figuring out my approach. Currently, I volunteer monthly at a food distribution center in my neighborhood and participate in our university's microfinance club, where we provide small loans to local entrepreneurs from disadvantaged backgrounds. What resonates with me is creating reciprocal relationships rather than one-way charity. I'm interested in the concept of 'effective altruism' we discussed in ethics class—using evidence to maximize the impact of contributions. This summer, I'm planning to intern with a social enterprise that employs refugees, combining my professional development with social impact. If I were to expand my efforts, I'd want to connect more directly with international development initiatives, perhaps through remote volunteering or skills-sharing platforms. The challenge is finding approaches that are genuinely helpful rather than self-serving."

Amélie, 20 years old

"Giving back isn't just important to me—it's fundamental to how I see my role in the world. Having connections to Senegal, I regularly organize fundraisers and awareness campaigns for educational initiatives there. I've helped establish a partnership between our university and a business school in Dakar, facilitating knowledge exchange and opportunities for students from both institutions. Beyond these formal activities, I practice giving back through mentoring first-generation university students like myself. I'm also developing a social entrepreneurship project to create affordable educational technologies for rural communities. The business model we're studying in class isn't neutral—it either extracts value or creates shared value. If someone wants to start giving back but doesn't know how, I'd suggest beginning with your immediate community and existing skills—whether that's tutoring, sharing professional networks, or simply being an ally to marginalized classmates."

Lucas, 22 years old

"My perspective on giving back has evolved significantly. I used to think career success first, philanthropy later. Now I see them as integrated. During my internship with a social enterprise, I helped develop a business model for artisans in Vietnam to access European markets fairly. Currently, I'm applying my programming skills to develop a platform connecting small NGOs with pro bono business consultants. I've also joined a local chapter of a global network that uses business approaches to address social challenges. What I've learned is that giving back isn't separate from professional development—the most effective contributions often come from applying your specialized skills to social problems. For someone looking to start, I'd recommend examining your unique capabilities and finding where they intersect with social needs. Even small consistent actions in that sweet spot can have significant impact over time."

Part 2: International Development related questions**4. In what ways (if any) do you think that more developed countries should support the less developed ones?****Sophie, 20 years old**

"I believe developed countries have both a moral obligation and practical interest in supporting less developed nations. First, historical colonialism created many current inequalities, so there's a responsibility to address these imbalances. However, support should focus on sustainable development rather than creating dependency. Trade policies need restructuring—eliminating agricultural subsidies that undermine developing economies and establishing fair trade practices. Knowledge transfer is crucial too—education exchanges and technology sharing that respect local contexts rather than imposing Western models. In our development economics course, we studied how traditional aid often fails to create lasting change compared to investments in local entrepreneurship and infrastructure. The most effective approach combines government policy reform, private sector engagement, and civil society partnership—all with genuine respect for sovereignty and local leadership."

Thomas, 21 years old

"This is a complex issue requiring nuance rather than idealism. Developed countries should support development, but effectiveness matters more than intentions. Traditional aid has a troubling track record of creating dependency and corruption without addressing root causes. I believe support should prioritize institutional development—strengthening governance, property rights, and rule of law that enable countries to develop on their own terms. Trade opportunities typically generate more sustainable progress than direct assistance. We should focus on removing unfair trade barriers while allowing developing countries necessary protections for emerging industries. Additionally, climate justice is essential—developed nations must fund adaptation measures given their historical emissions. The most valuable support isn't handouts but partnerships that respect agency and sovereignty while creating genuine opportunity."

Chloé, 19 years old

"I think developed countries must support less developed ones, but the approach needs rethinking. Traditional models often perpetuate power imbalances rather than addressing them. First, we need economic justice—reforming international financial institutions like the IMF that impose harsh conditions on developing nations. Second, climate financing is non-negotiable—wealthy countries created most historical emissions while developing nations face the worst impacts. Third, technology transfer without exploitative intellectual property restrictions could enable sustainable development paths. Most importantly, support should amplify local voices rather than imposing external visions. In our globalization seminar, we discussed how many 'development experts' design programs without adequately understanding local contexts. True support means sharing resources and removing barriers while respecting self-determination."

Amélie, 20 years old

"Coming from a Senegalese background, this question is personal for me. Developed countries should absolutely support development, but how matters tremendously. First, policy coherence is essential—it's hypocritical to provide aid while maintaining trade policies that extract wealth. Developed nations should eliminate harmful agricultural subsidies, address tax havens that enable capital flight, and restructure debt that cripples public services. Beyond policy, meaningful support includes educational partnerships, technology transfer, and investment in sustainable infrastructure. My family experienced both helpful and harmful international initiatives, and the difference was whether local communities had genuine decision-making power. Developed countries must recognize that supporting development isn't charity—it's addressing historical injustices and building mutually beneficial relationships for shared global challenges like climate change and migration."

Lucas, 22 years old

"I see this through a pragmatic lens. Developed countries should support development because interconnected economies and environmental systems make global inequality everyone's problem. However, traditional aid models often fail. I believe in market-based approaches—creating genuine investment opportunities, removing trade barriers, and building business partnerships that generate shared value. During my internship, I worked on projects connecting European businesses with suppliers in developing regions through fair value chains, creating sustainable economic relationships rather than dependency. Additionally, developed countries should facilitate knowledge transfer, particularly around green technology and digital infrastructure. Climate finance is also crucial since developing nations shouldn't bear the cost of problems they didn't create. The most effective support creates conditions for self-sustaining growth rather than perpetual assistance."

5. Do you think that the main topic of the game is something more people should be concerned about or at least aware of? Why or why not?

Sophie, 20 years old

"I absolutely believe more people should be aware of the main topic of this game. It brilliantly challenges the savior complex that dominates so many international development narratives. Playing it made me reflect on how often Western interventions are designed without proper understanding of local contexts or genuine partnership with communities. This perspective should be fundamental, not just for development professionals but for everyone forming opinions about global inequality. In our globalization seminar, we discussed how media representations shape public perception of developing regions, often reinforcing problematic stereotypes. This game could be transformative in education settings to help students understand the complexity of sustainable development and the importance of local agency. The most valuable insight for me was seeing how well-intentioned interventions can backfire without proper cultural understanding and collaboration."

Thomas, 21 years old

"The game addresses an important topic that deserves wider awareness, though I'm skeptical about how much impact awareness alone can have. The critique of paternalistic development approaches is spot-on and aligns with evidence from development economics. What impressed me was how the game challenged players to rethink assumptions about expertise and authority in development contexts. However, I think the game somewhat oversimplifies the structural economic constraints that shape international development. More people should certainly understand these issues, particularly those entering business, government, or nonprofit sectors with global influence. For the general public, awareness is valuable but must translate to supporting systemic changes in trade policies and international institutions to be meaningful. The game succeeds at starting important conversations but changing development practices requires deeper structural reforms."

Chloé, 19 years old

"This game addresses issues that absolutely deserve wider awareness. Before playing, I had a simplified understanding of development challenges despite my interest in global issues. The game effectively illustrates how sustainability requires genuine partnership rather than imposed solutions. What struck me was recognizing how many 'development failures' stem from ignoring local knowledge and agency rather than lack of resources or technology. I've shared the game with friends outside my program who have very limited exposure to these concepts. Their reactions showed me how prevalent the 'saving Africa' narrative remains even among educated people. We need this perspective not just for development professionals but for voters and consumers whose choices influence policy and corporate behavior. The game creates uncomfortable but necessary reflection on power dynamics that remain largely unexamined in mainstream discussions about global development."

Amélie, 20 years old

"More people absolutely need to engage with the core message of this game. Having family connections to Senegal, I've witnessed firsthand the problems that arise when external actors implement development projects without genuine community partnership. What's powerful about the game is how it shifts the focus from 'fixing Africa' to examining the assumptions and practices of development actors themselves. This perspective should be foundational not just for development professionals but for business leaders, policymakers, and citizens whose choices impact global systems. In one of our management courses, we studied how organizational practices from Western contexts often fail when transplanted without adaptation. This game illustrates that principle brilliantly while challenging players to recognize the expertise and agency of local communities. I've already recommended it to several student organizations as a tool for more nuanced discussions about global engagement."

Lucas, 22 years old

"The perspective presented in this game is something more people should definitely understand, particularly as businesses increasingly engage with global markets. What resonated with me was the focus on sustainable partnership rather than short-term interventions. During my internship with the social enterprise, I witnessed similar dynamics—the most successful projects were those designed with rather than for local communities. The business world tends to approach developing markets with preconceived solutions rather than collaborative innovation processes. This game effectively challenges that mindset. I think it should be incorporated into business education to help future leaders develop more effective and ethical global strategies. The most valuable insight was recognizing how sustainable development requires reconfiguring power relationships rather than simply transferring resources or knowledge. This perspective would benefit anyone whose work crosses cultural and economic boundaries."

6. Would you feel confident to share your own views on such topics with others (this might be in front of more people but also could mean your closest friends or family)? Why or why not?

Sophie, 20 years old

"I definitely feel confident sharing my views on development and sustainability with others. These conversations are essential for progress, and I regularly discuss these topics in both academic settings and casual conversations with friends. With family, it's sometimes more challenging—my uncle works for a multinational that I believe has problematic practices in developing countries, which can make holiday discussions tense. But I've learned to focus on common values rather than confrontation. What helps is that I've invested time in understanding these issues deeply through my coursework and volunteer experience, so I can discuss them with nuance rather than just repeating talking points. The 'Change the Game, Not Africa' simulation actually gave me new frameworks to explain concepts I was already passionate about. I believe if more people engaged in informed discussions about development approaches, we could build broader support for more effective and ethical practices."

Thomas, 21 years old

"I'm comfortable sharing my views in academic settings where evidence-based discussion is valued, but I'm more selective in personal contexts. With close friends, absolutely—we often debate these topics. With extended family, I tend to avoid these discussions unless specifically asked. Many people approach development issues with emotional reactions rather than analytical thinking, and conversations can quickly become unproductive. When I do engage, I try to start with common ground and introduce complexity gradually rather than challenging someone's entire worldview at once. The game actually provided useful examples to illustrate concepts about sustainable development that can be difficult to explain abstractly. I've found that asking questions about someone's assumptions often works better than making declarative statements. Ultimately, I believe these conversations matter, but how we have them determines whether they lead to meaningful reflection or just reinforce existing positions."

Chloé, 19 years old

"My confidence in sharing these views varies depending on the context. With classmates and close friends, absolutely. In larger social settings or with people I don't know well, I'm more hesitant. Not because I'm uncertain about my perspectives, but because development topics can quickly become polarized, with people defending positions rather than exploring complexities. The game actually gave me some accessible ways to introduce these concepts—using specific scenarios rather than abstract principles. With family, it's complicated. My parents have fairly traditional views on charity and international aid that don't align with what I've learned about sustainable development. Our conversations sometimes end in frustration, but I keep trying because these issues matter. What I've found most effective is connecting global patterns to local examples they can relate to. Overall, I believe these conversations are worth having, even when uncomfortable, because changing mindsets happens through dialogue."

Amélie, 20 years old

"I'm very confident sharing my perspectives on development issues, particularly because my family background gives me insights that many of my French peers don't have. I regularly speak up in class discussions and student events, sometimes challenging oversimplified narratives from both conservative and progressive classmates. With family, these conversations flow naturally because development isn't an abstract topic for us—it connects to relatives' lived experiences. The game actually helped me articulate some concepts I've intuitively understood but struggled to explain. What I find challenging is balancing personal connection with analytical distance in public settings. Sometimes people expect me to be the 'voice' of African perspectives, which is problematic in itself. I've learned to clarify that I speak from my specific experience while acknowledging the diversity of perspectives. These conversations are essential—sustainable development requires questioning assumptions that are often invisible to those who benefit from current systems."

Lucas, 22 years old

"I've become increasingly confident sharing my views on development issues, particularly after my internship experience provided practical context for theoretical concepts. In professional settings, I'm very comfortable discussing these topics—they directly relate to business strategy in global markets. With friends, it depends on the relationship and context—I avoid seeming preachy but will engage when there's genuine interest. The game actually provided useful frameworks for these conversations, illustrating complex concepts through concrete scenarios. With family, I'm selective about when and how I bring up these topics. My parents have more traditional perspectives on charity and development, viewing these issues through a compassion lens rather than a systems lens. I've found that sharing specific stories from my internship experience is more effective than abstract arguments. What's important to me is moving these conversations beyond academic settings into broader social contexts, as business decisions affecting development are ultimately influenced by public understanding."

Part 3: Questions related directly to the game and development in Africa**7. What role do you think international organisations play in Africa's development and how has your opinion changed as a result of the game?****Sophie, 20 years old**

"Before playing 'Change the Game, Not Africa,' I viewed international organizations somewhat uncritically as essential actors in development. The game significantly shifted my perspective by illustrating how these organizations often impose external priorities rather than supporting locally-defined needs. I now see that many major institutions like the World Bank or large NGOs can inadvertently perpetuate dependency relationships despite good intentions. What struck me was how the game showed local communities often have sophisticated understanding of their challenges but lack the power to implement their own solutions. International organizations should ideally function as facilitators and resource providers rather than decision-makers. Their most valuable role should be removing structural barriers—like unfair trade policies or debt burdens—while amplifying local leadership. Moving forward, I'll be much more critical about development initiatives that don't center African agency and expertise."

Thomas, 21 years old

"My view of international organizations was already fairly critical before the game, but it's now more nuanced. I previously focused on the inefficiency and bureaucracy of organizations like the UN or large NGOs. The game highlighted something more fundamental—the problematic power dynamics inherent in how these institutions operate."

What changed for me was recognizing that the issue isn't just effectiveness but legitimacy. Many international organizations design interventions based on Western priorities without sufficient accountability to the communities they claim to serve. However, I still believe these institutions can play valuable roles in providing technical expertise and resources when they genuinely collaborate with local leadership. The game made clear that reforming these organizations isn't about making them more efficient at implementing their own agendas but about transforming how they engage with African countries—as partners rather than beneficiaries."

Chloé, 19 years old

"The game transformed my understanding of international organizations' role in development. Before, I tended to see organizations like UNICEF or the African Development Bank as unquestionably positive forces. Now I recognize how even well-intentioned organizations can undermine local agency when they prioritize donor requirements over community-defined needs. What particularly affected me was seeing how funding cycles and reporting requirements often force African partners to align with external priorities rather than pursuing locally meaningful initiatives. I still believe international organizations are necessary, especially for addressing transnational challenges like climate change or pandemic response. However, their legitimacy depends on fundamentally restructuring decision-making processes to ensure African voices have genuine influence. The game left me wondering about alternative models of international cooperation that might better support sustainable, locally-driven development."

Amélie, 20 years old

"Having family connections to Senegal, I've always been somewhat skeptical of international organizations' actual impact versus their stated intentions. The game reinforced this skepticism while giving me more specific frameworks to understand the problems. What I found most valuable was how it highlighted the knowledge asymmetry assumption—many organizations operate as though expertise flows primarily from North to South, dismissing local knowledge. This resonated with stories my relatives have shared about frustrating interactions with development projects. The game didn't entirely change my opinion but strengthened my conviction that international organizations need fundamental restructuring—from governance and staffing to program design and evaluation. They should focus more on removing structural barriers to development—like unfair trade rules or debt structures—rather than implementing projects that often reflect donor priorities. Their most valuable potential role is creating space for African-led solutions rather than imposing external models."

Lucas, 22 years old

"The game significantly shifted my thinking about international organizations' role in development. Previously, I viewed them primarily through an efficiency lens—asking whether they effectively delivered services and infrastructure. Now I understand that the more important question is about power and decision-making. The game illustrated how organizations often inadvertently reinforce colonial patterns when they position themselves as experts rather than partners. What changed most for me was recognizing that even technically successful projects can be problematic if they don't build local capacity and ownership. I still see a role for international organizations, particularly in facilitating knowledge exchange and providing resources, but their approach needs fundamental restructuring. My business perspective makes me think about this as a design challenge—how might we create international institutions that genuinely operate as support systems for locally-defined development priorities rather than implementation vehicles for external agendas?"

8. How has the game helped you to better understand the economic or social challenges facing African countries?

Sophie, 20 years old

"The game fundamentally challenged my understanding of African economic and social challenges by shifting the focus from deficits to systemic barriers. Before playing, I tended to think about 'African problems' like poverty or infrastructure gaps as primarily technical issues requiring resources and expertise. The game illuminated how many challenges stem from historical inequities and ongoing power imbalances in global systems. What particularly impacted me was seeing how external development agendas often fail to align with local priorities and can inadvertently reinforce dependency. The simulation demonstrated how trade policies, debt structures, and resource extraction often create conditions that make sustainable development difficult regardless of local leadership or initiative. This helped me connect theoretical concepts from our political economy classes to concrete scenarios. I now have a more nuanced understanding of how colonial legacies continue to shape economic relationships and how development challenges are often manifestations of systemic issues rather than isolated problems."

Thomas, 21 years old

"While I already had a fairly analytical understanding of development economics, the game provided valuable context about how theoretical concepts play out in practice. What struck me was how effectively it illustrated the interconnection between seemingly separate challenges. For example, I could see how agricultural productivity isn't just about technology but connects to land rights, market access, and international trade policies. The simulation helped me understand that many 'African challenges' are actually global challenges manifesting locally—like how climate vulnerability results from global emissions despite minimal African contribution. What changed in my thinking was recognizing how external solutions often fail not because the technical approach is wrong but because they don't account for local context and power dynamics. I gained a better appreciation for how economic and social challenges are embedded in specific historical and political contexts that require tailored rather than generic approaches."

Chloé, 19 years old

"The game transformed my understanding by highlighting the agency and expertise within African communities rather than focusing exclusively on challenges. Before playing, I had a somewhat simplistic view of development problems as primarily resource gaps. The simulation helped me see how many challenges stem from structural inequities in global systems rather than local deficiencies. What particularly affected me was recognizing how international interventions often address symptoms rather than causes—building a school without addressing the economic conditions that make education inaccessible, for instance. I also gained insight into how challenges often result from competing priorities between external funders and local communities. The game made economic concepts from our coursework tangible by showing how abstract policies translate to real impacts. I now have a more sophisticated understanding of why technical solutions often fail without addressing underlying power dynamics and contextual factors."

Amélie, 20 years old

"Having family connections to Senegal, I already had some firsthand understanding of development challenges, but the game provided valuable systemic context. It effectively illustrated how many local economic difficulties stem from global structural inequities rather than internal shortcomings."

What resonated strongly was seeing how challenges often portrayed as 'African problems' are actually consequences of international policies and power dynamics. For example, the simulation showed how agricultural subsidies in wealthy countries can devastate local markets and livelihoods in African communities. The game helped me connect personal knowledge with broader patterns and theoretical frameworks from our international economics courses. What changed in my understanding was gaining clearer insight into how Western development approaches often misdiagnose problems by focusing on symptoms rather than structural causes. I now have a more comprehensive framework for analyzing how various challenges interconnect—recognizing that sustainable solutions require addressing systems rather than isolated issues."

Lucas, 22 years old

"The game significantly enhanced my understanding of development challenges by contextualizing them within broader economic and political systems. Previously, I tended to view challenges primarily through a business lens—focusing on market opportunities and constraints. The simulation helped me recognize how many obstacles to development stem from systemic inequities rather than simply market inefficiencies. What particularly impacted me was seeing how solutions that seem technically sound often fail because they don't address underlying power dynamics or historical contexts. For example, the game illustrated how agricultural development initiatives can falter when they don't account for land rights or gender relationships. I gained valuable insight into how external assumptions about problems and solutions often miss critical local factors. This experience has made me think more critically about business approaches to development challenges, recognizing that sustainable solutions require engaging with complex social and political realities rather than simply applying technical fixes."

9. What was the biggest surprise for you during the game? Was there anything you thought differently before?

Sophie, 20 years old

"The biggest surprise for me was realizing how deeply I had internalized a deficit-focused view of African development despite considering myself progressive and well-informed. The game revealed my unconscious tendency to frame challenges in terms of what African communities lack rather than the strengths and expertise they possess. I was particularly struck by scenarios showing how external 'solutions' often disrupt existing systems that were actually functioning well within local constraints. Before playing, I thought primarily about adding resources or knowledge, not about how external interventions might undermine local resilience. The simulation helped me recognize that sustainable development isn't about bringing enlightenment but rather removing obstacles that prevent communities from implementing their own solutions. This realization was somewhat uncomfortable but incredibly valuable—it's changed how I approach discussions about global inequality and development in both academic and personal contexts."

Thomas, 21 years old

"What surprised me most was recognizing how often well-intentioned interventions fail not because of poor execution but because they're addressing the wrong problems altogether. Despite my analytical approach to development economics, I hadn't fully appreciated how rarely external actors invest in understanding local contexts before designing solutions. The game illustrated how development organizations often arrive with predetermined answers rather than starting with genuine questions. Before playing, I thought efficiency and technical excellence were the primary factors in successful development initiatives."

Now I see that legitimacy and alignment with local priorities are often more fundamental. The simulation challenged my tendency to think in terms of universal best practices by demonstrating how context-specific most development challenges actually are. This insight has significant implications for how businesses should approach emerging markets—suggesting the need for much deeper engagement with local knowledge systems."

Chloé, 19 years old

"I was most surprised by how the game revealed my own contradictions about agency and expertise. Despite intellectually believing in the importance of local leadership, I realized I still subconsciously positioned myself as a potential 'helper' rather than a partner or ally. The simulation effectively highlighted how development narratives center Western actors as protagonists while positioning African communities as supporting characters in their own development story. Before playing, I thought I had a relatively nuanced understanding of development challenges from my coursework. The game showed me how abstract principles can look very different in practice, particularly around questions of who defines problems and who evaluates solutions. What changed most profoundly was recognizing how development approaches often reflect donor priorities rather than community needs—not out of malice but through structural incentives that privilege external perspectives. This insight has made me much more attentive to questions of power and representation in all discussions about global challenges."

Amélie, 20 years old

"The game's biggest surprise was seeing how development initiatives can actually reinforce dependency even while claiming to promote self-sufficiency. Having family connections to Senegal, I've witnessed various projects come and go, but the simulation helped me understand the systemic patterns behind what I'd observed anecdotally. I was struck by scenarios showing how funding requirements and reporting structures often force local organizations to abandon their own priorities to secure resources. Before playing, I understood colonialism as historical context, but the game illuminated how colonial logics continue to shape contemporary development approaches—particularly assumptions about whose knowledge counts as expertise. The simulation validated perspectives I'd heard from relatives but hadn't fully integrated into my academic understanding. What changed most significantly was recognizing how rarely international development actually transfers decision-making power rather than just resources—a distinction that determines whether initiatives strengthen or undermine local systems."

Lucas, 22 years old

"What surprised me most was realizing how development initiatives often focus on introducing new systems rather than understanding and strengthening existing ones. The game effectively illustrated how communities typically have sophisticated adaptation strategies that external actors frequently overlook or undervalue. Coming from a business background, I was particularly struck by scenarios showing how market-based approaches can fail when they don't account for local economic relationships and values. Before playing, I tended to think about development primarily through economic efficiency metrics rather than considering questions of autonomy and resilience. The simulation challenged my assumption that technological or organizational innovations naturally represent progress regardless of context. This insight has significant implications for my professional aspirations—suggesting that businesses entering developing markets should approach their work with much greater humility and commitment to genuine partnership rather than assuming their models are universally applicable."

10. After playing the game do you think your willingness to act has shifted in any direction? If yes, what are the things you would be willing to do now that you did not want to do before playing the game (eg. spread awareness, join an organisation, volunteer at home, travel to volunteer etc.)

Sophie, 20 years old

"The game has definitely strengthened my commitment to action, but more importantly, it's shifted how I want to engage. Before, I was focused primarily on direct volunteer work with refugees, which I'll continue. However, now I'm motivated to join advocacy efforts addressing systemic causes rather than just symptoms. I've already contacted our university's international development student association to help organize awareness campaigns about problematic development narratives. The simulation made me realize how important it is to change mindsets here in France—particularly challenging the savior mentality that influences policy and funding decisions. I'm now planning to focus my upcoming internship search on organizations that demonstrate genuine partnership approaches rather than traditional development models. Rather than volunteering abroad, which I was considering, I'll focus on supporting diaspora-led initiatives that bridge communities while respecting local leadership. The game helped me recognize that sometimes the most valuable action is challenging harmful narratives within my own circles of influence."

Thomas, 21 years old

"My willingness to act hasn't dramatically changed, but the focus of my engagement has shifted. Before the game, I was somewhat detached from development issues, seeing them primarily as academic subjects rather than areas for personal involvement. The simulation helped me recognize that my analytical skills could be valuable in supporting evidence-based approaches to development. I'm now considering joining our university's research group that partners with African universities on collaborative economic analysis projects. What's changed most significantly is my willingness to speak up when I encounter oversimplified narratives about development in academic or professional settings. Previously, I might have remained silent to avoid seeming confrontational. Now I feel more responsibility to introduce nuance, especially regarding questions of agency and expertise. The game has also influenced my career planning—I'm more interested in roles that involve genuine knowledge exchange rather than positions that simply implement predetermined solutions."

Chloé, 19 years old

"The game has definitely increased my willingness to act, particularly around awareness-building and narrative change. Before playing, I was hesitant to speak confidently about development issues, feeling I didn't have enough expertise. Now I recognize that challenging problematic frameworks is valuable even without claiming to have all the answers. I've signed up to help organize a campus workshop series on ethical engagement with global challenges, specifically addressing how students can avoid reinforcing harmful narratives when volunteering or interning internationally. I'm also more committed to critically examining consumption choices that impact global systems—looking more deeply at supply chains and corporate practices. The most significant shift is that I'm now interested in supporting advocacy work around structural issues like trade policy and debt cancellation, which I previously saw as too complex or distant from individual action. The game helped me see how these systemic factors fundamentally shape development possibilities regardless of local efforts."

Amélie, 20 years old

"The game has reinforced my existing commitments while helping me articulate them more effectively. Having family connections to Senegal, I was already involved in diaspora-led development initiatives. What's changed is my willingness to directly challenge problematic narratives in academic and professional settings."

Before the game, I sometimes hesitated to speak up to avoid being seen as too political or confrontational. Now I feel more confident explaining why partnership approaches matter, equipped with specific examples from the simulation. I've decided to expand my campus advocacy work to focus explicitly on reforming how our business school approaches international development in the curriculum. Rather than creating new initiatives, I'm now more interested in supporting existing African-led organizations—particularly those working on policy advocacy around trade and economic justice. The game strengthened my conviction that sometimes the most important action from those of us in privileged positions is leveraging our access to change systems rather than implementing direct service projects."

Lucas, 22 years old

"My willingness to act has definitely evolved after playing the game. Before, I was somewhat disconnected from development issues, focusing primarily on how businesses might profit from emerging markets. The simulation helped me recognize the ethical implications of various business approaches and how they either reinforce or challenge problematic power dynamics. I'm now researching social enterprise models that genuinely create shared value rather than extracting resources. The game has prompted me to join a student initiative that partners with African entrepreneurs for knowledge exchange rather than one-directional mentorship. What's changed most significantly is my willingness to challenge the 'business as usual' mentality in my professional networks, particularly assumptions about Western expertise and market approaches being universally beneficial. Rather than volunteering abroad, which I had considered, I'm now more interested in supporting policy advocacy around fair trade and economic justice—recognizing that these structural factors often determine whether business activities contribute to sustainable development or reinforce inequality."

Synthetic Analysis of Focus Group Responses

Below is a synthetic analysis of the focus group responses, categorizing trends, insights and outliers for each part and question while highlighting areas of agreement and disagreement. Direct quotes are integrated to illustrate key points.

Part 1: Generic Questions

Question 1: Personal actions' effect on people in need worldwide

Main trends:

- Three participants (Sophie, Amélie, Lucas) express strong belief in individual action's impact, while Thomas is skeptical, and Chloé holds a mixed view.
- Most acknowledge the tension between individual and systemic change.

Areas of agreement:

- All recognize that collective action amplifies individual impact.
- All connect their views to academic or professional experiences.

Areas of disagreement:

- The efficacy of consumer choices divides the group.
- Views on systemic versus individual change vary significantly.

Notable quotes:

- Sophie represents optimistic belief in personal impact: "I absolutely believe that my actions can make a difference globally... individual actions ultimately drive organizational behavior."
- Thomas represents skepticism: "I believe systemic change through policy and institutional reform is far more effective than individual virtue signaling."
- Amélie challenges false dichotomies: "What frustrates me is how people separate 'personal actions' from 'systemic change' as if they're unrelated. The system is made of individuals!"

Question 2: Socio-economic inequalities as solvable issue or unchangeable reality

Main trends:

- All acknowledge some inequality will always exist, but current extreme levels are problematic.
- All connect inequality to systemic rather than purely individual factors.

Areas of agreement:

- Unanimous view that extreme current inequalities are neither inevitable nor beneficial.
- All see equality of opportunity as more important than equality of outcomes.

Areas of disagreement:

- Degree of faith in market mechanisms versus policy interventions.
- Emphasis on personal versus structural responsibility.

Notable quotes:

- Thomas articulates nuance between different types of inequality: "We need to distinguish between inequalities arising from merit versus those from structural barriers. The former drives progress; the latter wastes potential."
- Chloé rejects the question's framing: "This question reflects a false binary. Some inequality will always exist, but its current extreme form isn't natural or inevitable—it's the result of specific policies and power structures."
- Lucas shows evolution in thinking: "I used to believe inequality was simply the natural result of different abilities and efforts. My internship experience changed my perspective."

Question 3: Giving back to global society - importance and practices**Main trends:**

- Four participants actively engage in giving back, with Thomas being the exception.
- All connect giving back to professional development or skills application.

Areas of agreement:

- Preference for sustainable impact over short-term charity.
- Recognition that professional skills can be leveraged for social impact.

Areas of disagreement:

- Thomas emphasizes future potential impact versus immediate action.
- Varying levels of personal commitment and integration into daily life.

Notable quotes:

- Sophie integrates giving back throughout her life: "It's not just about charity—it's about justice and using my privileges constructively."
- Thomas prioritizes skill-building first: "I believe the most effective way for me to eventually make a difference is to excel in my field first, then leverage that success to influence meaningful systemic change."
- Lucas describes evolution in thinking: "I used to think career success first, philanthropy later. Now I see them as integrated."

Part 2: International Development Related Questions**Question 4: How developed countries should support less developed ones****Main trends:**

- All emphasize partnership over charity and systemic change over isolated interventions.
- All mention problematic aspects of traditional aid models.
- All connect global inequality to historical injustices and ongoing policy issues.

Areas of agreement:

- Unanimous critique of traditional aid and dependency relationships.
- Agreement on the need for trade policy reform and climate justice.
- Emphasis on local agency and leadership.

Areas of disagreement:

- Degree of emphasis on market-based approaches versus policy reform.
- Balance between historical responsibility and pragmatic partnership.

Notable quotes:

- Sophie emphasizes historical responsibility: "Historical colonialism created many current inequalities, so there's a responsibility to address these imbalances."
- Thomas focuses on institutional development: "Support should prioritize institutional development—strengthening governance, property rights, and rule of law that enable countries to develop on their own terms."
- Amélie highlights policy coherence: "It's hypocritical to provide aid while maintaining trade policies that extract wealth."

Question 5: Game topic importance and broader awareness**Main trends:**

- All agree the game addresses important issues that deserve wider awareness.
- All connect the game's perspective to their academic understanding of development.

Areas of agreement:

- Unanimous critique of paternalistic development approaches.
- Agreement on the importance of local agency and partnership.
- Recognition of how media and education perpetuate problematic narratives.

Areas of disagreement:

- Thomas expresses skepticism about awareness alone: "The game addresses an important topic that deserves wider awareness, though I'm skeptical about how much impact awareness alone can have."
- Others more optimistic about narrative change impacting practice.

Notable quotes:

- Sophie emphasizes the game's challenge to dominant narratives: "It brilliantly challenges the savior complex that dominates so many international development narratives."
- Chloé highlights attitudinal shifts: "I've shared the game with friends outside my program... Their reactions showed me how prevalent the 'saving Africa' narrative remains even among educated people."
- Lucas focuses on professional implications: "The business world tends to approach developing markets with preconceived solutions rather than collaborative innovation processes. This game effectively challenges that mindset."

Question 6: Confidence in sharing views on development topics**Main trends:**

- All express some level of confidence in academic settings, but vary in personal contexts.
- Most mention situational adaptation of how they present their views.

Areas of agreement:

- All see value in discussing development topics despite potential discomfort.
- All have developed strategies for effective communication on complex topics.

Areas of disagreement:

- Significant variation in confidence levels across different social contexts.
- Different approaches to handling disagreement with family members.

Notable quotes:

- Thomas is selective about contexts: "I'm comfortable sharing my views in academic settings where evidence-based discussion is valued, but I'm more selective in personal contexts."
- Chloé acknowledges contextual confidence: "My confidence in sharing these views varies depending on the context. With classmates and close friends, absolutely. In larger social settings or with people I don't know well, I'm more hesitant."
- Amélie navigates expectations based on her background: "Sometimes people expect me to be the 'voice' of African perspectives, which is problematic in itself."

Part 3: Questions Related Directly to the Game and Development in Africa**Question 7: International organizations' role in Africa's development and opinion changes****Main trends:**

- All describe significant shifts in their understanding of international organizations' roles.
- All move from focusing on effectiveness to questioning legitimacy and power dynamics.

Areas of agreement:

- Unanimous critique of power imbalances in international development.
- Agreement that international organizations often impose external priorities.
- Recognition that reform requires fundamental restructuring, not just efficiency improvements.

Areas of disagreement:

- Varying levels of prior skepticism, with Amélie having the most critical pre-game perspective.
- Different emphases on potential roles for reformed organizations.

Notable quotes:

- Sophie describes significant perspective shift: "Before playing 'Change the Game, Not Africa,' I viewed international organizations somewhat uncritically as essential actors in development. The game significantly shifted my perspective..."
- Thomas emphasizes legitimacy over effectiveness: "What changed for me was recognizing that the issue isn't just effectiveness but legitimacy."
- Amélie notes reinforcement of existing views: "The game didn't entirely change my opinion but strengthened my conviction that international organizations need fundamental restructuring."

Question 8: Game's help in understanding economic/social challenges facing African countries**Main trends:**

- All describe moving from deficit-focused to systems-focused understanding.
- All mention recognizing the importance of local expertise and agency.

Areas of agreement:

- Unanimous recognition that many "African problems" are manifestations of global systemic issues.

- Agreement that technical solutions often fail due to misalignment with local contexts.
- All mention interconnectedness of seemingly separate challenges.

Areas of disagreement:

- Amélie and Lucas had more prior understanding than others.
- Different disciplinary lenses (business, economics, social) shape interpretations.

Notable quotes:

- Sophie describes fundamental shift: "The game fundamentally challenged my understanding of African economic and social challenges by shifting the focus from deficits to systemic barriers."
- Thomas highlights interconnection: "What struck me was how effectively it illustrated the interconnection between seemingly separate challenges."
- Lucas notes shift from business to systems thinking: "Previously, I tended to view challenges primarily through a business lens... The simulation helped me recognize how many obstacles to development stem from systemic inequities rather than simply market inefficiencies."

Question 9: Biggest surprise and changed thinking

Main trends:

- All describe discovering unconscious biases or assumptions in their thinking.
- All mention greater awareness of power dynamics in development relationships.

Areas of agreement:

- All were surprised by recognizing their own unconscious assumptions.
- All mention the disconnect between intentions and impact in development work.
- Agreement on the importance of existing local knowledge and systems.

Areas of disagreement:

- Different aspects of the game resonated most strongly with each participant.
- Varying degrees of prior awareness of development complexities.

Notable quotes:

- Sophie recognizes internalized deficit framing: "The biggest surprise for me was realizing how deeply I had internalized a deficit-focused view of African development despite considering myself progressive and well-informed."
- Chloé discovers contradictions in her thinking: "I was most surprised by how the game revealed my own contradictions about agency and expertise. Despite intellectually believing in the importance of local leadership, I realized I still subconsciously positioned myself as a potential 'helper' rather than a partner or ally."
- Lucas notes shift in understanding innovation: "The simulation challenged my assumption that technological or organizational innovations naturally represent progress regardless of context."

Question 10: Shifts in willingness to act after playing the game

Main trends:

- All describe shifts in how they want to engage rather than whether to engage.
- Most mention increased interest in advocacy and systemic change.

Areas of agreement:

- All express greater critical awareness of traditional volunteering models.
- Most mention specific action plans influenced by the game.
- Increased willingness to challenge problematic narratives in professional contexts.

Areas of disagreement:

- Thomas shows least dramatic shift in willingness to act.
- Different focuses for future engagement (institutional reform, individual awareness, policy advocacy).

Notable quotes:

- Sophie describes shift from direct service to advocacy: "Rather than volunteering abroad, which I was considering, I'll focus on supporting diaspora-led initiatives that bridge communities while respecting local leadership."
- Chloé mentions overcoming hesitation: "Before playing, I was hesitant to speak confidently about development issues, feeling I didn't have enough expertise. Now I recognize that challenging problematic frameworks is valuable even without claiming to have all the answers."
- Lucas describes shifting professional interests: "I'm now researching social enterprise models that genuinely create shared value rather than extracting resources."

We can suggest the following overall trends across all questions (that I will elaborate during the project final meeting presentation)

1. **Evolution in thinking:** All participants show significant shifts in thinking across questions, particularly after playing the game.
2. **Academic-personal integration:** Participants consistently connect academic concepts with personal experiences and values.
3. **Agency and partnership:** Strong consensus emerges around the importance of local agency, partnership approaches, and questioning power dynamics.
4. **Systemic perspective:** All increasingly recognize connections between individual actions, organizational practices, and broader systemic issues.
5. **Critical self-awareness:** Most notable shift is participants' growing awareness of their own assumptions and biases regarding development.

Fókuszcsoportos megkérdezés - Gazdaságpolitika

A fókuszcsoportos interjú dátuma és időpontja: 2025.04.14. online

A résztvevők száma: 4 fő

1. Rész: Általános kérdések

1.Miért vagy miért nem érzitek személy szerint úgy, hogy az egyszerű cselekedeteitek képesek hatást gyakorolni világszerte a rászoruló emberekre?

Azért nem gondolják, hogy egyszerű cselekedetek is hatást gyakorolhatnak, mert nem látják tetteik következményeit: az adományuk tényleg rászorulókhöz került-e, valóban megtörténtek-e az ígért fejlesztések az elmaradt területen. Tehát nem történik meg az utókövetés.

Azonban a résztvevők azt is kifejtették, hogy a játék segítségével látták meg, hogy mekkora hatással is van egy-egy segítő cselekedet. Fontosnak tartják a közösség motiváló erejét ebben a kérdésben.

2. Szerintetek az általános társadalmi-gazdasági egyenlőtlenségek fogalma olyan probléma, amelyet meg kell oldani, vagy ez az élet alapvető része, amelyen nem lehet jelentősen változtatni? Fejtsétek ki a válaszotokat.

A résztvevő diákok úgy gondolják, hogy meg kell oldani ezeket a problémákat és jelenleg csak felületi intézkedések vannak. Emellett egyetértettek abban, hogy általánosságban azt halljuk, hogy nem lehet változtatni. Ennek ellenére úgy érzik a saját morálban van az erő.

3.Fontos számotokra a globális társadalomnak való adakozás, vagy ez olyasmi, amit gyakorolsz? Ha gyakoroljátok, hogyan csináljátok? Ha még nem gyakoroljátok, de fontolóra vennétek, akkor hol kezdenétek el?

Az egyik résztvevő szeretne résztvenni adakozásban, azonban eddig nem volt számára kézzel fogható. Eddigi segítő tevékenységei, amikor posztokkal való interakció során lehetett adakozni. Ez számára egy pozitív kezdeményezés, és úgy gondolja jól el lehet érni vele a fiatalokat. (Pl. Gázai övezetnek való segítséggyűjtés)

Egy másik hallgató számára teljesen beleolvadt az életébe az adakozás, ugyanis általános iskolában és gimnáziumban is minden évben gyűjtöttek a testvériskolának, majd egyik évben ki is lehetett utazni, ahol az ottani gyerekekkel foglalkoztak.

Általános egyetértés fogadta a kijelentést, miszerint *“Nem jön szembe a lehetőség, de ha találkozónék vele, segítenék.”*

Az egyikőjük pedig évek óta segít helyi szervezeteknek (szemégyűjtés).

A jövőben az alábbi adakozási formákon gondolkoznak: adomány, önkéntesség. Az egyikőjük Afrikába tervezett kimenni 0,5-1 évre, és a játék hatására újra megjött neki a motiváció ehhez.

2. Rész: Nemzetközi fejlesztéssel kapcsolatos kérdések

4.Szerintetek milyen módon (ha van ilyen) kellene a fejlettebb országoknak támogatniuk a kevésbé fejletteket?

Civil szervezetek támogatásával, ők biztosítanák a szakmai hozzáértést és az integrálást. Fontos területek, amelyeket fejleszteni kellene: egészségügy, iskolaépítés (azaz iskolázottság), munkahelyteremtés. Ezeknek köszönhetően nőhetne az életszínvonal. A civil szervezetek segítenének beépíteni ezeket a működésbe. És ezekhez lenne szükség egyéb szervezetektől pénzügyi támogatásra. Ebben mindenki egyetértett.

5. Mi gondoltok, a játék fő témája olyasmiről, amivel több embernek kellene foglalkoznia, vagy legalábbis tisztában kellene lennie? Miért vagy miért nem?

A résztvevők szerint mindenképp tisztában kell lenni ezekkel a témákkal, ezáltal a közbeszédbe jutna és több lehetőség felmerülésére lenne lehetőség. Az egyikőjük idézet egy mondatot, ami szerint él és ezt támasztja alá: *“Azzal tudsz a legtöbbet tenni, ha beszélsz róla.”*

Kiemelték, hogy jó volt az óra keretén belül ilyen témával foglalkozni, ugyanis elrugaszkodtak attól, hogy tanóra, ezáltal intekatívává, izgalmassá vált a feldolgozás, nem pedig száraz.

6. Bátran megosztanátok saját véleményeteket az ilyen témákról másokkal (ez lehet, hogy több ember előtt, de jelentheti a legközelebbi barátokat vagy családtagokat is)? Miért vagy miért nem?

A résztvevők közül 3man azt mondták, hogy bátran megosztják családi és baráti körben. Majd különváltak a válaszok:

- Valaki mindenhol szívesen beszél ilyen témákról, az ő esetében a családban jellemző a nyitottság, a családi vacsorákon való politizálás, társadalmi témák átbeszélése
- Egyik hallgató ismerettségű körben szívesen beszél ilyen témákról, de idegenekkel nem, mert fél az ítélkezéstől

A negyedik hallgató viszont egyedül érzi magát ilyen témákkal kapcsolatban, mert nem tud kivel beszélgetni róluk.

3. rész: Közvetlenül a játékkal és az afrikai fejlesztéssel kapcsolatos kérdések

7. Szerintetek milyen szerepet játszanak a nemzetközi szervezetek Afrika fejlődésében, és hogyan változott a véleményetek a játék hatására?

Az egyik hallgató számára a játék hatására pozitív irányba változott a szervezetekről kialakított képe. *“Ha úgy zajlik a való életben, mint a játékban, akkor örülök, hogy ez így valósul meg.”*

Többük azonban szkeptikus, mert nem látnak visszacsatolást arról, hogy valóban mi zajlik az adományok felhasználásából. Nem biztosak benne, hogy tényleg úgy történik minden, mint a játékban. Az egyikőjük kiemelte, hogy azzal tisztában van, hogy az adományok nagy része fenntartásra megy el, nem pedig valós segítségre. Ez is a szkepticizmusához járul hozzá, hogy valóban segítenek-e ezek a szervezetek.

A játék hatásával kapcsolatban még azt hozták fel, hogy a segítségével sikerült meglátniuk, hogy mennyi energiát tesznek bele a civil szervezetek a segítségnyújtásba. Vagyis a játék hatására realiztikusabbá váltak.

8. Hogyan segített a játék abban, hogy jobban megértsetek az afrikai országok előtt álló gazdasági vagy társadalmi kihívásokat?

Nagyon tetszettek mindannyiuk számára a kisvideók. Úgy érzik, hogy kézzelfoghatóbbá vált számukra az egész helyzet a játék segítségével.

A játék alkalmával kiemelték, hogy képet kaptak arról, hogy milyen problémák merülhetnek fel egy ilyen folyamat során, továbbá arról is, hogy mennyi nehéz döntéssel néznek szembe a szervezetek. Úgy mond realiztikusabbá vált számukra ez a helyzet.

9. Mi volt a legnagyobb meglepetés számotokra a játék során? Volt valami, amit korábban másképp gondoltatok?

“A játék megmutatta, hogy a döntés nem lehet minden szempontból jó. Áldozatokat kell hozni.”

“Nonprofit szerepkörben könnyebb volt jó válaszokat adni.” Erre azt a magyarázatot adta a résztvevő, hogy a profit nem szempont a nonprofit szervezet számára, és egyszerűbb morális kérdés csupán a döntés. Míg egyéb profitorientált cég esetében a profit is ott van, mint döntést befolyásoló tényező. Az egyik hallgató kiemelte, hogy a játék hatására bizonyos kérdésekben többet gondolkodik. Másikójuk pedig azt, hogy míg a kérdéssor alatt valamiben biztos volt, a játék hatására megváltozott a véleménye. Erre kértem egy példát tőle, és azt a kérdést emelte ki, hogy egyedül tudunk-e változást hozni. A játék előtt azt gondolta, hogy nem, azt követően pedig már az lett az álláspontja, hogy egy ember cselekedetei is fontos tényező a változásban.

10. Mit gondoltok, a játék lejátszása után a cselekvési hajlandóságotok változott valamilyen irányba? Ha igen, mik azok a dolgok, amelyeket most hajlandók lennétek megtenni, viszont a játék előtt nem akartatok megtenni (pl. tudatosságot terjeszteni, csatlakozni egy szervezethez, önkéntes munkát végezni otthon, utazni önkéntesnek stb.)

Itt négy különböző válasz érkezett:

- Továbbra is megmaradt benne az önkéntességre való hajlandóság (ő az, aki Afrikába tervez kimenni önkénteskedni), a játék közelebb vitte megint ehhez a lehetőséghez, tervhez
- Játék előtt nem volt biztos az önkéntességben, de már jobban hajlandó.
- 12 évig élete része volt, most pedig fura neki, hogy már nem. De ez most elgondolkoztatta, hogy milyen volt segíteni, és újra visszahozná az életébe.
- Nem változott semmi benne.

Ketten részt vennének érzékenyítő programokon is.

Egyéb visszajelzések:

- Magyar nyelvű verzió néhányan nagyon érződött a tükörfordítás. (Francia nagyvállalatnál leginkább.)
- Videók nagyon tetszettek nekik.

SZTE Focus group 2: The EU in the Global Economy

Part 1: Generic questions

1. Why or why not do you personally feel that your simple actions are capable of having an effect on people that are in need worldwide?

“I do believe my actions can have an impact on people in need, even around the world. I know I’m just one person and I’m still young, but I really do believe that my small actions can lead to bigger change over time. My dream is to become a politician in the Democratic Republic of Congo by the time I’m 45. I want to help my country grow, fight poverty, and give people real chances to build a better life. That’s what motivates me every day to learn, to speak up, and to care about what’s happening not just around me, but in other parts of the world too. It’s also one of the reasons why I decided to join the University of Szeged. Even if I can’t fix everything right now, I believe that the way I live, the choices I make, and how I treat others can start to make a difference. And if I stay true to that, then one day I’ll be in a position to help on a much bigger scale.”

“I mean, I’m just one person, so sometimes it doesn’t feel like I can do much, but I do think small things matter. Like, where I choose to donate or what I share online can make a difference. Even just learning and talking about these things can help more people care.”

“Yes, I do believe my actions can have an effect. If I take care of my environment and try to reduce my negative impact—like avoiding pollution, not smoking, and using resources responsibly—it might seem small, but it still helps. Of course, the bigger impact comes from large-scale industries and countries, but every action matters.”

“Yes, I am convinced that my actions can have an effect on people in need. For example I can choose to buy fair trade products, which support better working conditions and fair pay for workers in developing countries. Even small choices like this can help. I can also make a difference by donating to trusted organizations or helping people in need in my local community. These actions may seem small, but they all add up and show that we care and want to help make the world a better place.”

2. Do you believe that the concept of general socio-economic inequalities is an issue that needs to be solved or it is an essential part of life that can not be significantly changed? Elaborate on your answer.

“I believe in inequalities around the world needs to be solved and addressed more. While it’s normal for people to get different outcomes in life, children should not pay for their parent’s mistakes and misfortunes. People from different countries, ethnicities, genders should have the same opportunities no matter how much money their family has. Being in the Democratic Republic of Congo and raised in South Africa, I noticed that many people face serious inequality. Even though the country has a lot of natural resources, many people still live-in poverty and don’t have access to good education, healthcare, or job opportunities. This is often due to a mix of historical problems, conflict, corruption, and unfair systems. Solving inequality doesn’t mean everyone has to be the same. It just means giving everyone a fair chance to succeed and live a good life. Some differences are natural, but extreme unfairness like what many people experience in the DRC and South Africa should not be accepted as just “part of life.”“

“Yeah, I definitely think it’s a problem that needs fixing. Like, some people literally don’t have access to clean water or education while others have way more than they need. That just doesn’t sit right with me. I know life isn’t always fair, but this goes way beyond that.”

“Honestly, this is a hard question to answer because both “yes” and “no” have their pros and cons. In my personal opinion, everyone and everything should be equal. Inequality isn’t an issue that requires an urgent, immediate solution, but it’s definitely not an essential part of life either. What bothers me most is that some small countries are suffering because of the actions of bigger countries. People in those smaller nations also deserve to live a good life, and they have every right to want that.”

“In my opinion, inequalities are part of life and sadly, unavoidable. People have different background circumstances, have different talents, and make different choices, so it's unrealistic to expect total equality. However, I don't think this means that anyone should have to suffer just because we can't all be equal in every way doesn't mean we shouldn't try to everyone has access to basic needs just like food, clean water, shelter, education, and healthcare. In a fair society should focus on reducing extreme inequalities and making sure everyone has the chance to live a decent life, even if perfect equality isn't possible.”

3. Is giving back to the global society important to you or is it something that you practice? If you do practice it, how do you do it? If you do not practice it yet but would consider doing it, where would you start?

“Yes, giving back to society is something I care deeply about, especially because I come from the Democratic Republic of Congo, where I've seen how much positive change is needed and how impactful it can be when people step up for their communities. Right now, I haven't been able to give back in a major way because I'm still financially dependent on my parents and working toward building my own independence. That said, I strongly believe that giving back doesn't always have to start with money. It can begin with small actions, like volunteering my time, raising awareness about important issues, supporting others emotionally, or even using my voice on social media to speak up for those who can't. As someone who dreams of becoming a politician, I see giving back not just as a choice but as a responsibility. I want to be a leader who truly serves the people, uplifts my community, and creates lasting, meaningful change. For now, I plan to start small, maybe by volunteering, staying informed, mentoring others when I can, and learning as much as possible about the needs of my community. Every step count, and I want to use each one to prepare myself to serve and lead with integrity in the future.”

“Yeah, I try to when I can. I've done some volunteering before and donated to causes I care about. I'm not doing something huge, but I try to help out when I can. If I was gonna start doing more, I'd probably look into volunteering with something global or maybe supporting a fundraiser or online campaign.”

“I don't think I actively practice giving back to society right now, but lately, I've been feeling more motivated to do so. I believe even small steps can have a big impact over time.”

“Yes, I'm a scout leader. I usually organize summer camps for children, teaching them and helping them learn how to practice their religion and deal with everyday problems. I also often volunteer in different places.”

Part 2: International Development related questions

4. In what ways (if any) do you think that more developed countries should support the less developed ones?

“They are several ways that developed countries can support less developed countries. By engaging in fair trade and fostering equitable economic partnerships, they help build sustainable local economies. Sharing technology and investing in infrastructure like healthcare, roads, and internet access can further empower communities. Education and skill-building initiatives are essential for long-term growth, as is support for healthcare systems through training and medical aid. Given their greater contribution to pollution, developed nations also have a responsibility to fund environmental protection and climate adaptation efforts. Additionally, financial assistance through debt relief, grants, and low-interest loans can ease economic pressures. Lastly, promoting good governance and peacebuilding helps create the stability needed for lasting development.”

“Honestly, I think they should help in ways that actually support people long-term not just give money and bounce. Like, invest in schools, healthcare, clean water stuff that actually helps communities grow. And they should listen to what local people need instead of just deciding for them.”

“Financial support is really crucial in my opinion. Many small countries are dealing with huge debts, and their struggles are mostly linked to financial issues, high unemployment, and lack of access to quality education. For example, if a country provides financial assistance to African nations, it can lead to better access to clean water, more food, stronger industries, more job opportunities, and so on.”

“Obviously, I’m not an expert, but I have some ideas. Maybe they should be taught how to take care of themselves and stop being exploited. If they are ready to start their own agriculture, then we should give them some tools to help speed up their development.”

5. Do you think that the main topic of the game is something more people should be concerned about or at least aware of? Why or why not?

“Yes, international development cooperation in Africa is definitely a topic more people should be concerned about. Africa is home to a large and growing population with immense potential and natural resources, but many countries in Africa still face challenges like poverty, lack of infrastructure, jobs, limited access to education, healthcare, and the impacts of climate change. By understanding and supporting development efforts, people around the world can help promote global stability, reduce inequality, and create opportunities for sustainable growth. Moreover, in our interconnected world, challenges in one region like conflict, disease, or migration can have global effects. So, caring about development in Africa isn’t just about helping others; it’s about building a better, more stable world for everyone.”

“Yeah, for sure. Most people just don’t know what’s going on, and it’s easy to ignore if it’s not in your face. But the issues are serious, and learning about them through stuff like the game really opens your eyes. More people should care, not just out of guilt, but because it’s important.”

“In my personal opinion, yes, people should definitely be more concerned about Africa. It’s not a small place—millions of people live there, and there are many serious issues that need attention. Of course, Africa isn’t the only region that needs support, but it’s one of the most urgent.”

“Absolutely, for me there was something new in every role. I think that if someone is thinking about helping the world, they can see how many different ways there are to do it and how many job opportunities are available for them.”

6. Would you feel confident to share your own views on such topics with others (this might be in front of more people but also could mean your closest friends or family)? Why or why not?

“Honestly, I wouldn’t feel very confident sharing my views on such topics with others, mainly because these issues are complex and often politically sensitive. I sometimes worry that I might not have all the facts or that my opinions might not be well-received. However, the ongoing conflict in the Democratic Republic of Congo and the controversy around the EU’s support for Rwanda have made me feel that it’s more important than ever to speak up. These situations have encouraged me to learn more and, over time, I hope to build the confidence to share my thoughts and raise awareness about what’s happening.”

“I think so. I’m not an expert or anything, but I’d be down to talk about it. Especially after playing the game, it gave me more stuff to think about, and I feel like I could have a decent conversation about it now.”

“Yes, definitely! If I find the topic interesting, I would love to join the discussion. Conversations like these help us learn from each other. I can share what I know and learn new things too. Our exchange of ideas might even inspire others to get involved or care more about these issues.”

“Yes, I would feel confident sharing my views on these topics with others. I believe it’s important to have open conversations about global issues, even if we don’t all agree. Sharing different perspectives can help us learn from each other and come up with better solutions. As long as the discussion is respectful, I’m always open to expressing my thoughts and hearing what others have to say too.”

Part 3: Questions related directly to the game and development in Africa

7. What role do you think international organisations play in Africa's development and how has your opinion changed as a result of the game?

"I believe international organizations play a really important role in Africa's development. They offer funding, resources, and expertise that can support areas like education, healthcare, and peacebuilding. They also help bring different countries and groups together to tackle big challenges such as poverty, conflict, and climate change. That said, my opinion has definitely changed after playing the game. It helped me see that things aren't always as straightforward as they seem. I used to think international help was always positive, but the game showed me how political which make things more complicated. It opened my eyes to how development work can be influenced by power dynamics and how important it is to listen to local voices. It made me think more critically, and I now feel more aware of both the potential and the challenges international organizations face in making a real difference."

"Yeah, it changed. Before, I thought they were just super helpful and did good work. But the game showed that sometimes they make things worse without meaning to like, if they don't understand what the local community actually needs. It's more complicated than I thought."

"International organizations play a significant and multifaceted role in Africa's development. Their impact can be both positive and, in some cases, controversial. For example, organizations like the World Bank, IMF, African Development Bank, and UNDP provide funding for infrastructure, education, healthcare, and poverty reduction. These funds help bridge the financial gap for many African countries. The game made me think more deeply about environmental issues because that was the main area where our strategies didn't perform as well, even though the rest of our development plan was mostly successful."

"International organizations play an important role in supporting Africa's development by offering resources, aid, and expertise. However, after learning from Change the Game, Not Africa, my opinion has shifted—I now see how important it is for these organizations to change the way they represent Africa. Instead of focusing only on poverty and problems, they should highlight African strengths, support local leadership, and help build sustainable, long-term solutions."

8. How has the game helped you to better understand the economic or social challenges facing African countries?

"The game has really helped me better understand the economic and social challenges many African countries are facing. It didn't just talk about poverty or conflict in general terms—it showed how things like limited access to education, healthcare, and fair-trade opportunities affect people's daily lives. I also got a clearer picture of how issues like corruption, foreign influence, and unequal power dynamics between countries can slow down development."

"For sure. It showed how a lot of things are connected like how education, money, health, and climate stuff all affect each other. It made it easier to see why it's not always a quick fix and how one small decision can have a big impact."

"The game included real-life problems that African countries face. While trying to solve those challenges in the game, I started to get a clearer picture of how things work. I gained a better understanding of economic issues, such as how African countries manage their financial struggles. Social problems—like water scarcity and degradation—were also very present in the game and made a strong impression on me."

"Change the Game, Not Africa helped me better understand that many African countries face complex economic and social challenges but are often misunderstood in the media. I learned that it's not just about poverty – there's also innovation, resilience and potential. The campaign showed me the importance of changing negative stereotypes and supporting development in ways that strengthen local communities."

9. What was the biggest surprise for you during the game? Was there anything you thought differently before?

“The biggest surprise for me during the game was the different choices you could make to help with economic and social issues, as well as support the African tech business scene. I really enjoyed that part—it felt interactive and realistic, and it showed me that development isn’t just about aid, but also about innovation and entrepreneurship. Before playing, I didn’t fully realize how many challenges tech businesses in Africa face, like limited access to funding, unstable infrastructure, or even political interference. The game helped me understand how tough it can be to run a tech company in that environment, but also how much potential there is when local talent is supported properly.”

“Probably how easy it was to make a choice that ended up backfiring. Like, I’d pick something that sounded good and then suddenly things got worse. It made me realize how tricky these decisions are in real life I definitely didn’t expect that.”

“The biggest surprise was realizing how serious and interconnected global issues really are. Before playing the game, I didn’t think they had such a strong effect on countries. But now, I understand that every single issue has an impact—on the country, the people, and even the future of the planet. It made me think about where our world is headed in the next few years.”

“I don’t think so, if I had thought it through, I could have figured out what would happen. But without the game, I would have never considered these problems. The only surprise for me was the videos, and I really liked them.”

10. After playing the game do you think your willingness to act has shifted in any direction? If yes, what are the things you would be willing to do now that you did not want to do before playing the game (eg. spread awareness, join an organisation, volunteer at home, travel to volunteer etc.)

“Yes, after playing the game, it opened my eyes to the impact individuals and donors can have, even in complex global issues like international development. Before playing, I wasn’t really sure how I could personally contribute, but now I feel more motivated to take action. One thing I would really like to do now is join outreach or volunteer programs. During my time studying at the University of Szeged, I hope to get involved in initiatives that support development efforts not just in Europe, but also in Africa. Whether it’s spreading awareness, working with organizations, or even traveling to volunteer in person, I feel much more inspired to be part of something meaningful that supports sustainable development and empowers local communities.”

“Yeah, I do, I think I’d be more open to doing something, even if it’s just spreading awareness or supporting an organization. Maybe even volunteering someday. It just made me realize I can’t keep ignoring it.”

“Yes, my willingness to take action has definitely increased. Now, I want to help raise awareness about these global problems and encourage others to care as well. I’ll start by changing myself, and then try to inspire my friends, family, and people around me. I want to show others that while we may be living comfortably, there are many people around the world who are just trying to survive each day.”

“I’m not planning to save the world, but I am more aware now, and I think I will pay more attention to what I purchase in the future.”

SZTE Focus group 3

Part 1: Generic questions

1. Why or why not do you personally feel that your simple actions are capable of having an effect on people that are in need worldwide?

Participants generally agreed that their actions do have an impact on the future, though to varying degrees and with different levels of immediacy. One student emphasized the direct environmental consequences of daily behaviour, such as littering, as a clear example of how individual choices can affect the future. Another highlighted the idea that while their actions may not produce visible or immediate results, they still represent an important part of a long-term, gradual change, and are motivated by a desire to live responsibly.

A third student offered a more measured view, suggesting that not every action leads to meaningful impact on a larger scale. However, they acknowledged that resource and energy consumption do carry weight, and expressed a personal commitment to acting ethically when possible—such as choosing sustainably sourced products—while also recognizing practical limitations that can make consistent responsible behaviour difficult.

2. Do you believe that the concept of general socio-economic inequalities is an issue that needs to be solved or it is an essential part of life that can not be significantly changed? Elaborate on your answer.

Participants shared a largely sceptical view regarding the possibility of fully resolving global inequalities, expressing a general consensus that while total elimination is unlikely, efforts to reduce their impact remain important. Several students highlighted the complex, systemic nature of inequality, noting that it can arise unintentionally and is often embedded in social and economic structures. One student emphasised that although complete resolution is unrealistic, attention should be focused on helping those most severely affected, especially those lacking access to the basics of a dignified life.

Another participant illustrated the inequity of opportunity through a personal analogy, suggesting that even within the same family, outcomes can diverge significantly due to unequal investment or circumstances—making true equality seem unattainable. While one student described inequality as inherently unfair and unavoidable, they still believed small-scale improvements are worth striving for. One viewpoint suggested that inequality is not entirely negative—it may serve as a motivating factor for individuals to improve their circumstances or to contribute to societal change. However, this perspective also acknowledged the inevitability of unequal outcomes due to limited resources and varying starting points in life.

3. Is giving back to the global society important to you or is it something that you practice? If you do practice it, how do you do it? If you do not practice it yet but would consider doing it, where would you start?

The responses reflected a range of attitudes toward the concept of giving back to global society, from thoughtful engagement to critical self-reflection. One participant expressed uncertainty about the term “*global society*” but acknowledged the importance of helping others in a more direct and tangible way. They were open to volunteering, though still undecided, and emphasised that their contribution would need to be genuinely beneficial rather than symbolic.

Another student shared concrete experiences of volunteering with an NGO and described it as a meaningful way to contribute, especially in local or focused contexts. They also mentioned having made charitable donations, which they found personally fulfilling and something they would willingly continue when given the chance.

A more individualistic perspective emerged from one respondent who stated candidly that unless there is a direct personal benefit, such as compensation or career advancement, they would not participate in voluntary acts of solidarity. This viewpoint underscored a pragmatic and self-focused approach, contrasting with the more altruistic responses of others.

Part 2: International Development related questions

4. In what ways (if any) do you think that more developed countries should support the less developed ones?

Participants largely agreed that developed countries have a responsibility to support less developed ones, but stressed that how this support is delivered matters significantly. A common thread across the responses was that aid alone is insufficient if it lacks context-awareness and long-term impact.

Several students advocated for empowerment-focused support, such as investing in local leadership, education, and capacity building. They emphasised that lasting change must come from within the less developed countries themselves, through locally driven solutions and leadership that understands the context. One participant stressed the need to identify and enable individuals with potential to lead positive change in their communities, rather than imposing external models.

Another key theme was the historical responsibility of developed countries, rooted in past exploitation. Students suggested that support should go beyond financial aid and include mutual learning, recognising and integrating local knowledge and traditions instead of exporting western solutions.

Concerns were raised about the nature of conditional aid, particularly when donor countries attach strings that benefit themselves. One student criticised such arrangements as disguised self-interest, while another distinguished between exploitative conditionality and legitimate accountability, suggesting that expectations for how aid is used are valid—as long as they support public good and are not self-serving. In addition, concerns about local corruption were also raised as a problem in this regard.

Additionally, practical suggestions were made to support local economic development, such as helping countries build value-added industries rather than merely exporting raw materials. This would also address root causes of issues like migration.

5. Do you think that the main topic of the game is something more people should be concerned about or at least aware of? Why or why not?

Participants unanimously agreed that the main topic of the game—focused on global issues and interdependencies, especially in Africa—is highly relevant and deserving of greater public attention. One student stressed that global issues affect everyone, and therefore awareness should be widespread. They also noted that using visual and audio elements makes such complex topics more accessible and engaging to a wider audience.

Another participant felt that the game was valuable because it presented global challenges in a solution-oriented manner, helping to counter the widespread belief that such problems are intractable. They appreciated how the game encouraged critical thinking rather than resignation, fostering a more proactive attitude among players.

A third respondent highlighted the educational gap around African and global South contexts in their national curriculum. They praised the game for broadening perspectives and prompting interest in regions often overlooked in formal education.

6. Would you feel confident to share your own views on such topics with others (this might be in front of more people but also could mean your closest friends or family)? Why or why not?

Most participants said they would feel confident sharing their views on global issues, though with some caveats. Several emphasised the importance of open dialogue and diverse perspectives in generating meaningful discussions. One student mentioned that sharing opinions helps surface alternative solutions and encourages learning, even when opinions differ. They believed that exchanging ideas was necessary for progress and felt comfortable engaging in such conversations.

Another participant expressed confidence in speaking about global challenges, especially among friends, highlighting the value of reflecting on consequences and considering economic and social implications. However, one student noted they choose carefully whom they share with, as not everyone is open to deeper discussions—some may respond with resistance or judgement rather than engagement.

Overall, students recognised the value of dialogue and diversity, with one noting that *"the world will never move forward if people from various backgrounds don't have discussions."* They felt that confidence to speak also stemmed from a willingness to keep learning, rather than needing to be *"right."*

Part 3: Questions related directly to the game and development in Africa

7. What role do you think international organisations play in Africa's development and how has your opinion changed as a result of the game?

Students offered a critical and often sceptical view of the role international organisations (including companies and NGOs) play in Africa's development. Many distinguished between profit-driven international companies and mission-oriented NGOs, highlighting distinct limitations and shortcomings in both.

Several noted that international companies tend to prioritise profit, often ignoring social or environmental responsibilities. Their presence might generate jobs or infrastructure, but these were seen more as byproducts than deliberate contributions to development.

NGOs, on the other hand, were viewed more favourably for targeting social issues in a solution-oriented way, but concerns were raised about inefficiency and misuse of funds. Participants voiced concerns that a large portion of NGO resources go toward administrative expenses rather than directly to the issue they aim to tackle. There was also disillusionment about the true motives of some INGOs, with remarks on hidden agendas, exploitation, and poor local impact. While a few NGOs were praised for focused, meaningful work (e.g. in health), their limited scale and reach were seen as barriers to real transformation, as it only focused to secluded territories or sectors and were not seen as potential factors in a country-wide or a continental development.

The game appeared to have reinforced or deepened students' understanding of these dynamics, pushing them to reflect critically on aid structures and power imbalances, and to question who truly benefits from international involvement in development efforts.

8. How has the game helped you to better understand the economic or social challenges facing African countries?

Students reflected on how the game helped them deepen or reassess their understanding of the complex challenges facing African countries. One key theme was the importance of leadership and decision-making. It was noted that ineffective or short-sighted leadership often leads to recurring problems, reinforcing the need for long-term, strategic thinking from those in power.

Some participants admitted the game did not introduce entirely new issues, especially for those already familiar with aid dynamics. However, it was still valuable in exposing blind spots and offering a more nuanced, role-based perspective. One student, for example, recognised through gameplay that long-term investments like education—while vital—may be met with public frustration due to a lack of immediate impact. This insight highlighted the difficulty of balancing sustainable development with public expectations.

Overall, the game was praised for encouraging players to think critically and strategically about the interconnected nature of social and economic issues in Africa, and for fostering empathy by putting them in decision-making roles.

9. What was the biggest surprise for you during the game? Was there anything you thought differently before?

Participants reported a range of surprises that shaped how they thought about development challenges and decision-making. A common response was that the game was more engaging and nuanced than expected. Several students admitted they had anticipated a dull or overly simplistic experience, but instead found themselves facing complex decisions with unexpected consequences. Also, having the opportunity to play with several different roles largely added to their positive experience and broadened their perspectives. In their opinion, the game highlighted the difficulty of making choices that benefit all sectors equally, and how ‘good’ answers in one area might lead to trade-offs in another.

One participant described expecting the game to penalise every oversight with multiple unintended consequences, but instead found it encouraging and solution-oriented. Others were surprised at how easily one could forget the role perspective, such as playing as a foreign investor but instinctively choosing what seemed best for local populations. This revealed the difficulty of aligning stakeholder interests.

A few students commented that the gameplay felt too short, just as they were becoming fully engaged. Suggestions were made to extend the experience, add levels, or tailor scenarios to different audiences, such as younger students. Technical feedback included the desire for clearer indicators of performance and more explanation on how choices relate to specific SDGs.

Overall, the game was seen as a thought-provoking and effective tool to challenge assumptions, increase empathy, and build awareness of the complexity behind development decisions.

10. After playing the game do you think your willingness to act has shifted in any direction? If yes, what are the things you would be willing to do now that you did not want to do before playing the game (eg. spread awareness, join an organisation, volunteer at home, travel to volunteer etc.)

While the game did not directly inspire all participants to take up volunteering, it did succeed in broadening their awareness of the longer-term impact and sustainability of aid. One participant reflected that before the game, he had not thought deeply about the business-NGO collaboration model, or the consequences of temporary aid flows. The experience helped him recognise the need to think beyond one-time donations and focus on what happens when funding ends—raising concern about maintenance and the continuity of development efforts.

Others, like those who had previously volunteered, expressed an interest in returning to such work, now with a more informed understanding of the importance of sustainability and community ownership. The idea that aid alone cannot solve systemic problems was reinforced, and the game prompted participants to see the need for local engagement and responsibility in development initiatives.

When asked if they would recommend the game to others, participants responded positively. They valued how the game presented global challenges in a digestible and relatable way, especially for people outside the fields of international relations or economics. The format was seen as a non-intimidating, engaging entry point into serious topics—striking a balance between problem awareness and solution-oriented thinking that could help prevent apathy.

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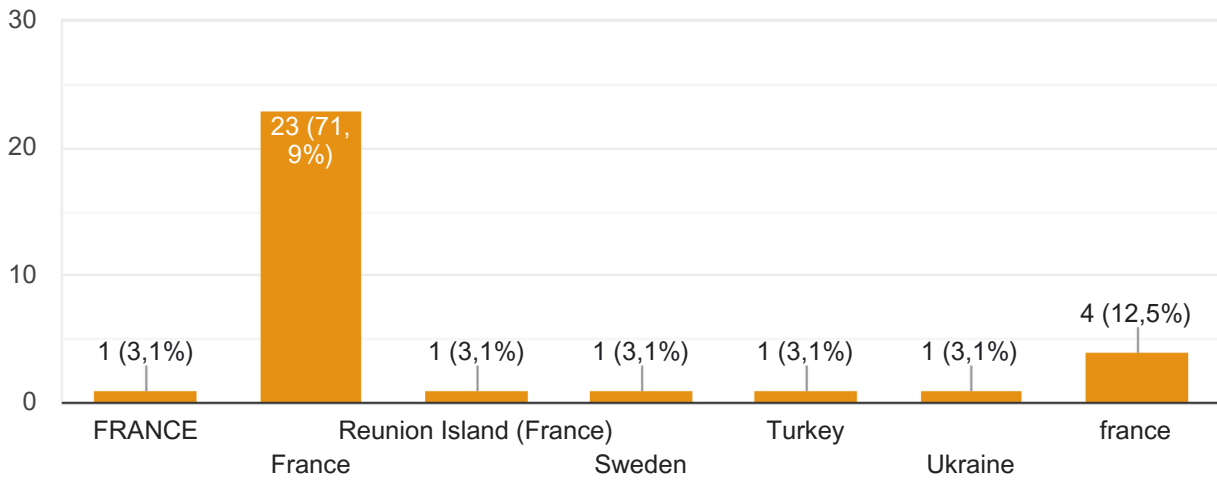
Pre-game questionnaire

32 válasz

Your country of origin

Másolás

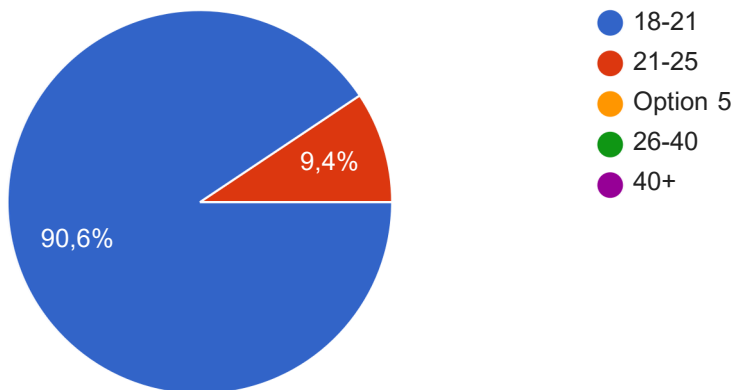
32 válasz



Your age

Másolás

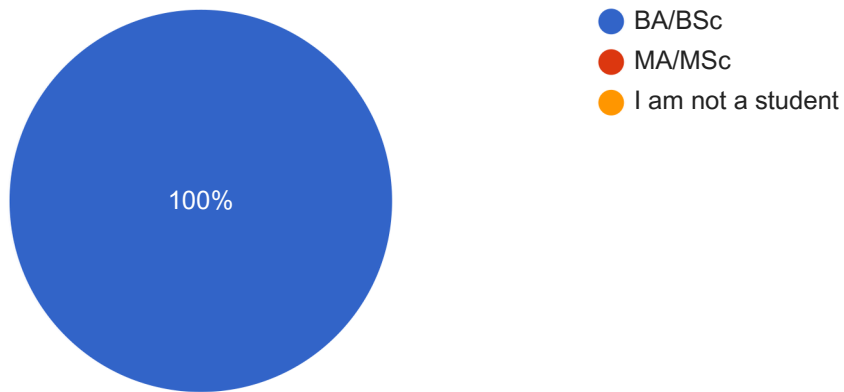
32 válasz



What course level are you enrolled to at the moment?

 Másolás

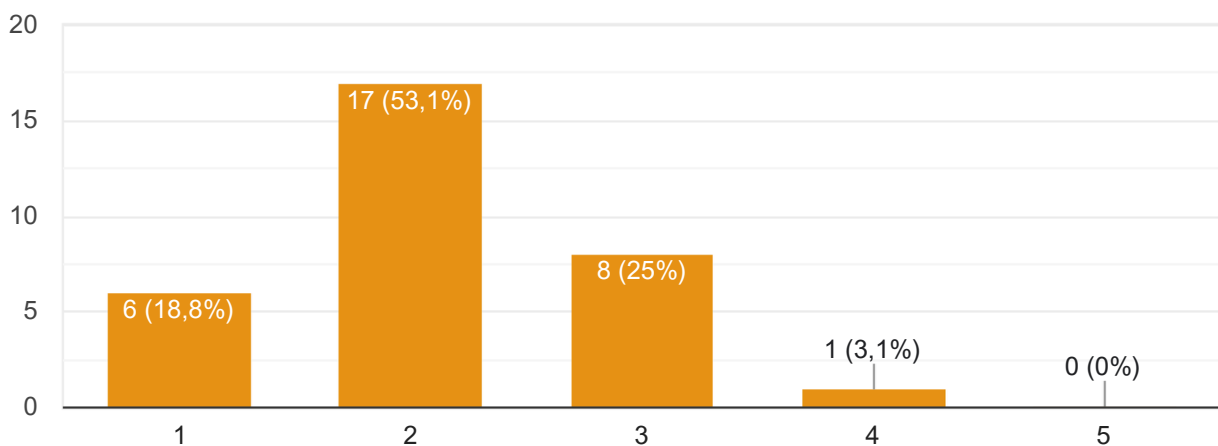
32 válasz



1. I think that most people around the world get what they are entitled to have.

 Másolás

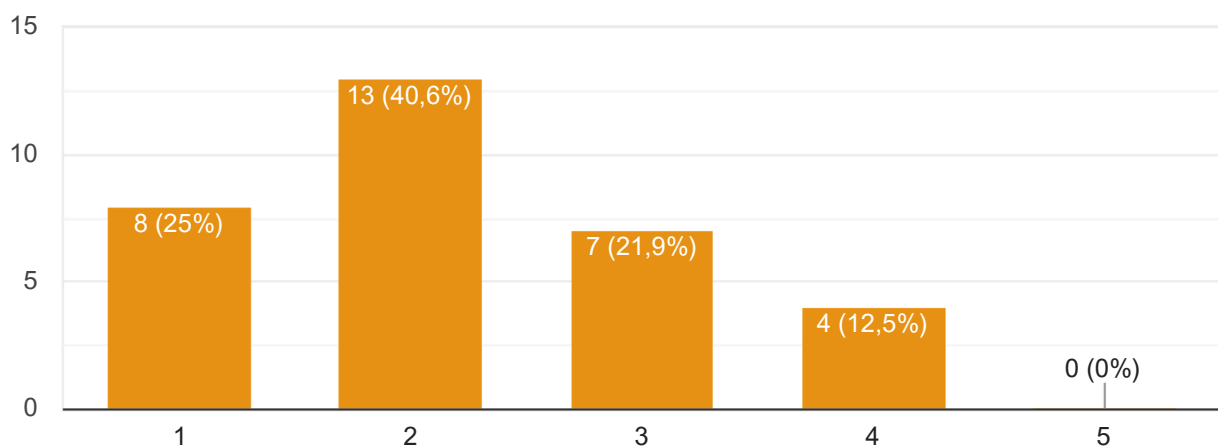
32 válasz



2. It is OK if some people in the world have more opportunities than others.

 Másolás

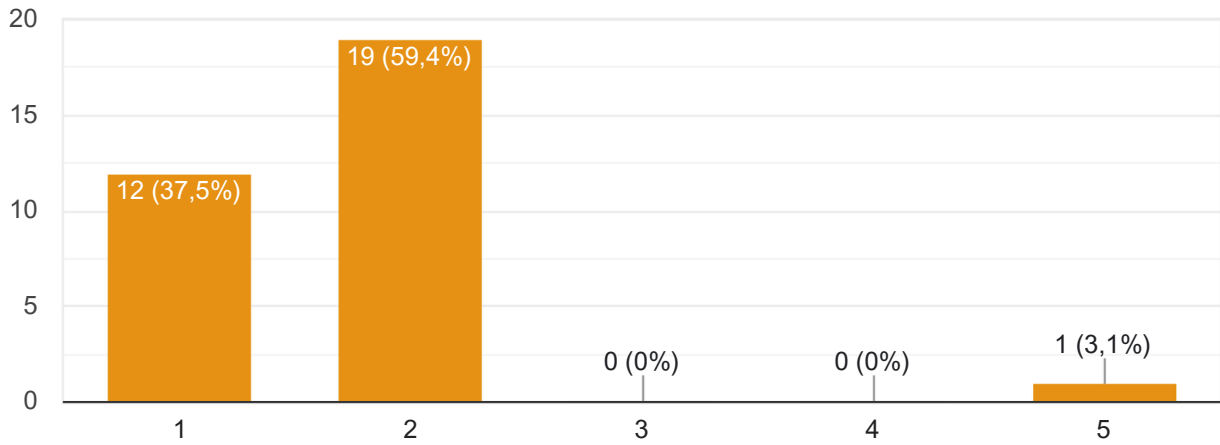
32 válasz



3. The world is generally a fair place.

[Másolás](#)

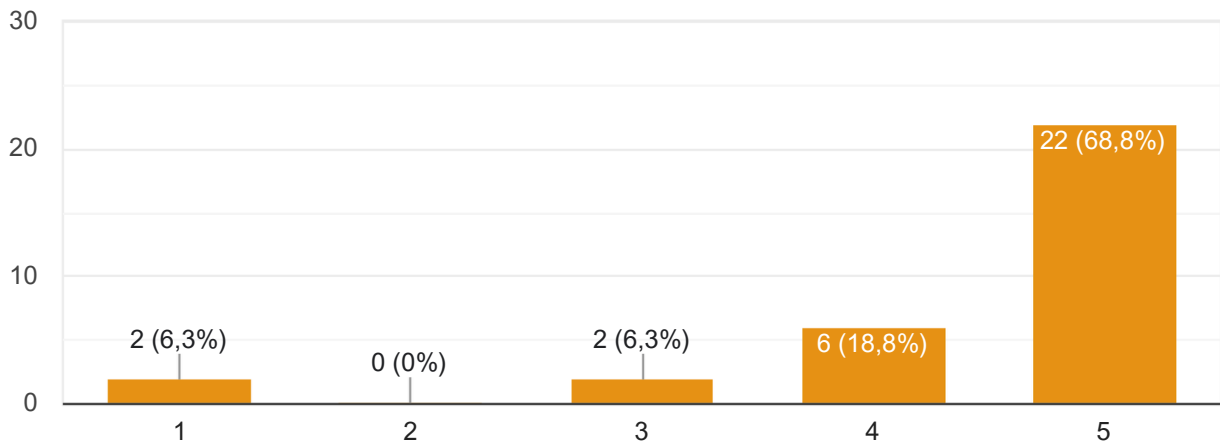
32 válasz



4. Not one country or group of people should dominate and exploit others in the world.

[Másolás](#)

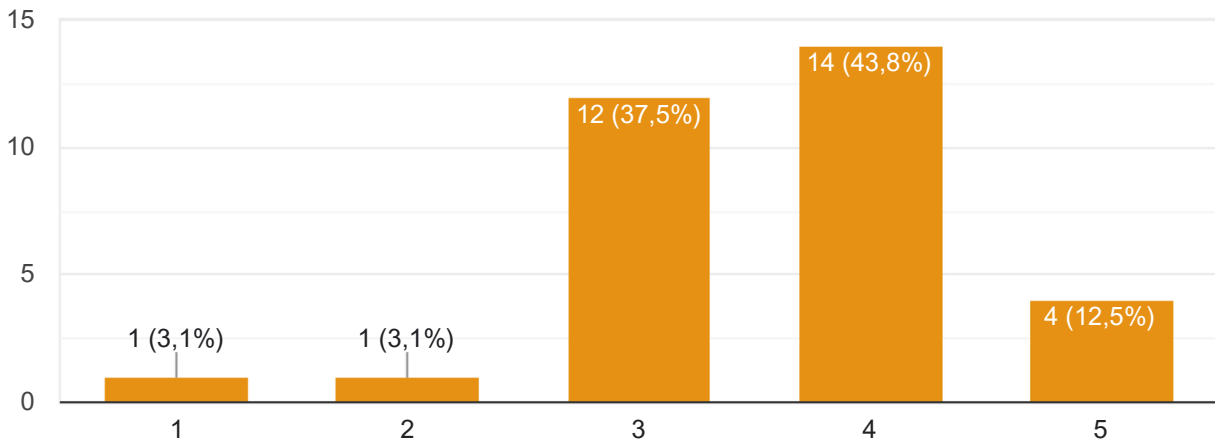
32 válasz



5. The needs of the worlds' most fragile people are more pressing than my own.

[Másolás](#)

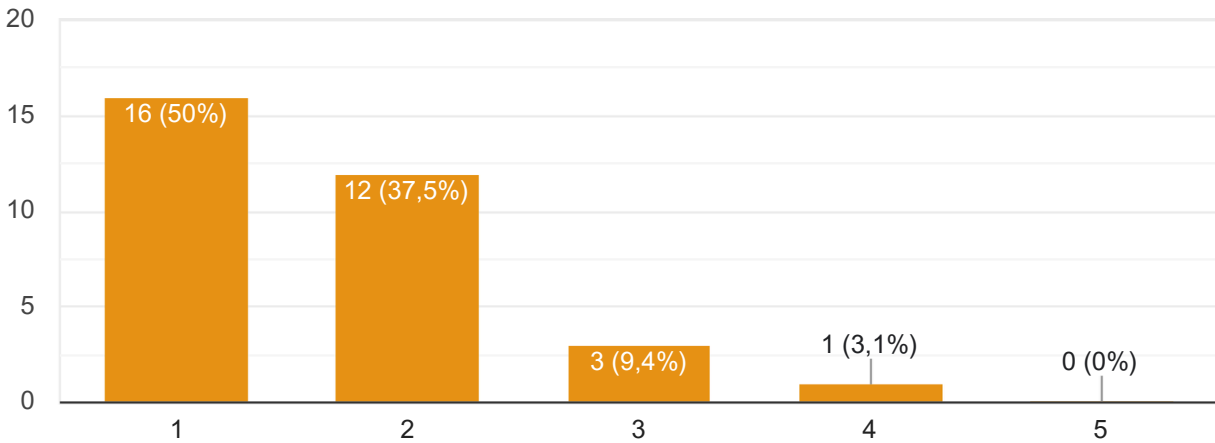
32 válasz



6. I think that many people around the world are poor because they do not work hard enough.

[Másolás](#)

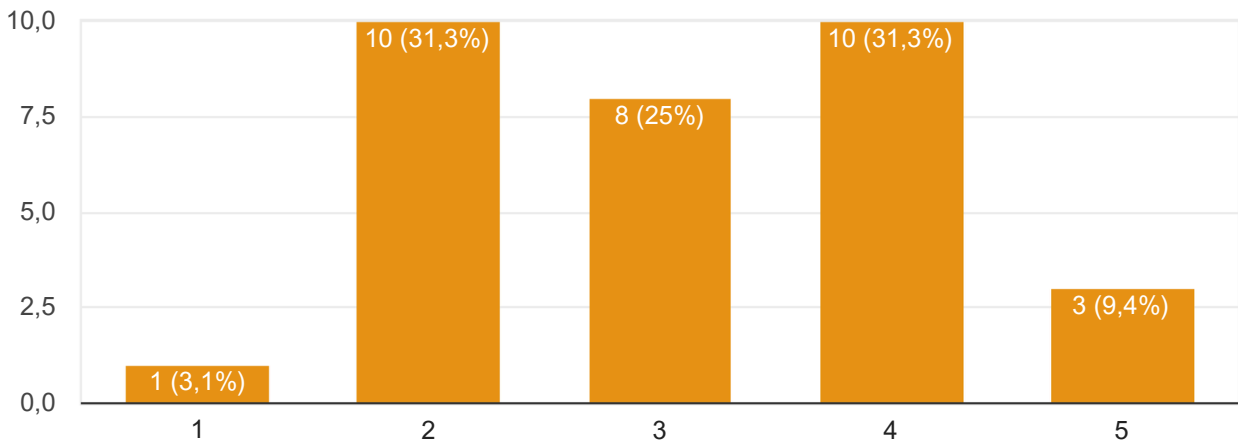
32 válasz



7. Developed nations have the obligation to make incomes around the world as equitable as possible.

 Másolás

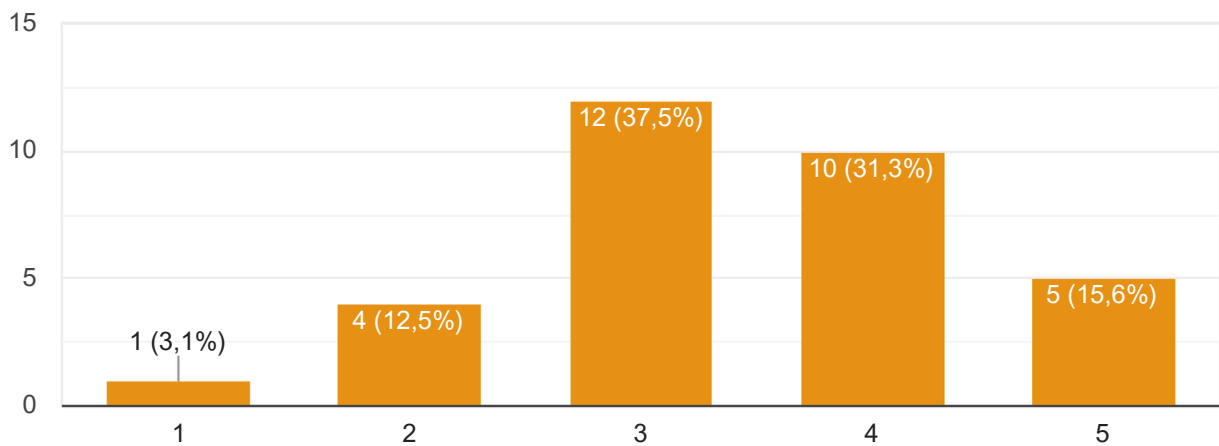
32 válasz



8. I do not feel responsible for the world's inequities and problems.

 Másolás

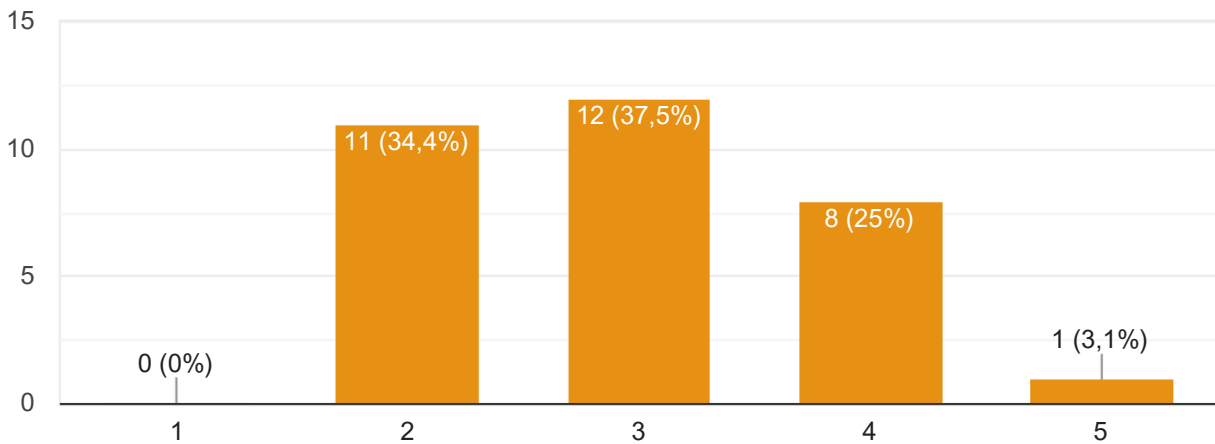
32 válasz



9. I think in terms of giving back to the global society.

[Másolás](#)

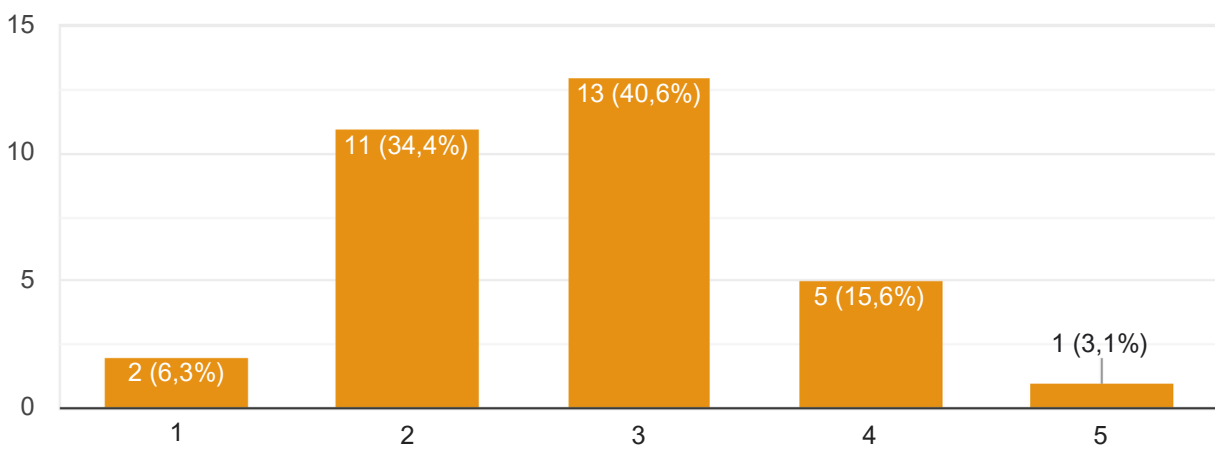
32 válasz



10. I know several ways in which I can make a difference on some of this world's most worrisome problems.

[Másolás](#)

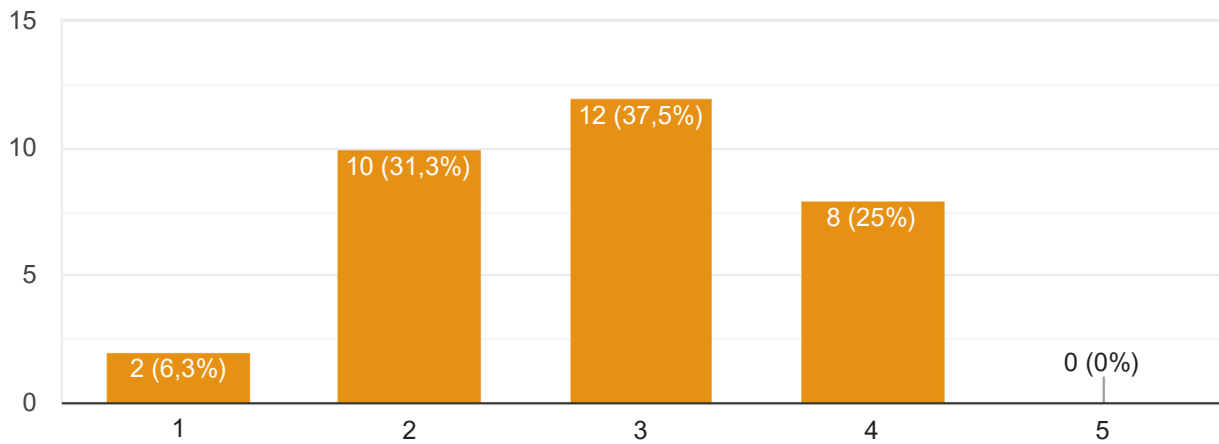
32 válasz



11. I am able to get other people to care about global problems that concern me.

 Másolás

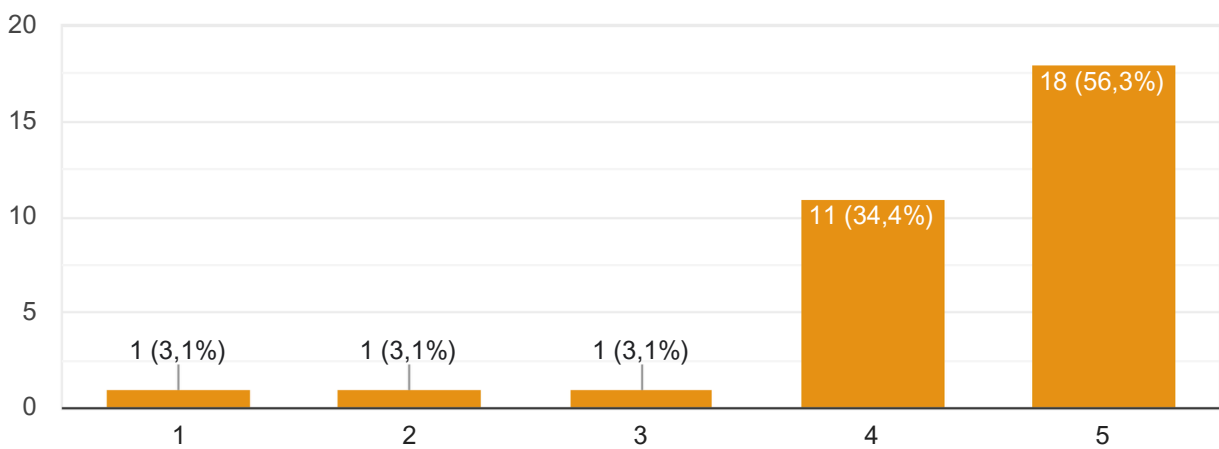
32 válasz



12. I welcome working with people who have different cultural values from me.

 Másolás

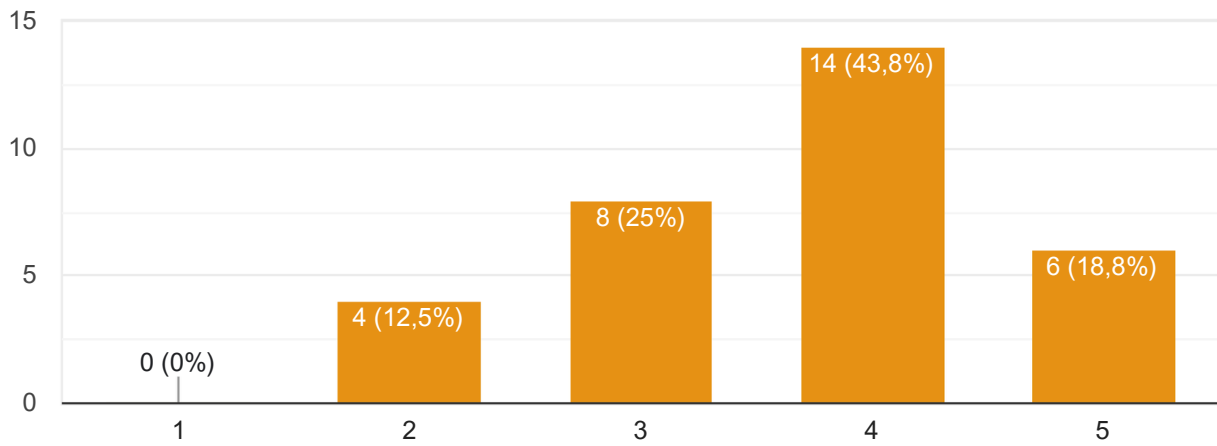
32 válasz



13. I am informed of current issues that impact international relationships.

 Másolás

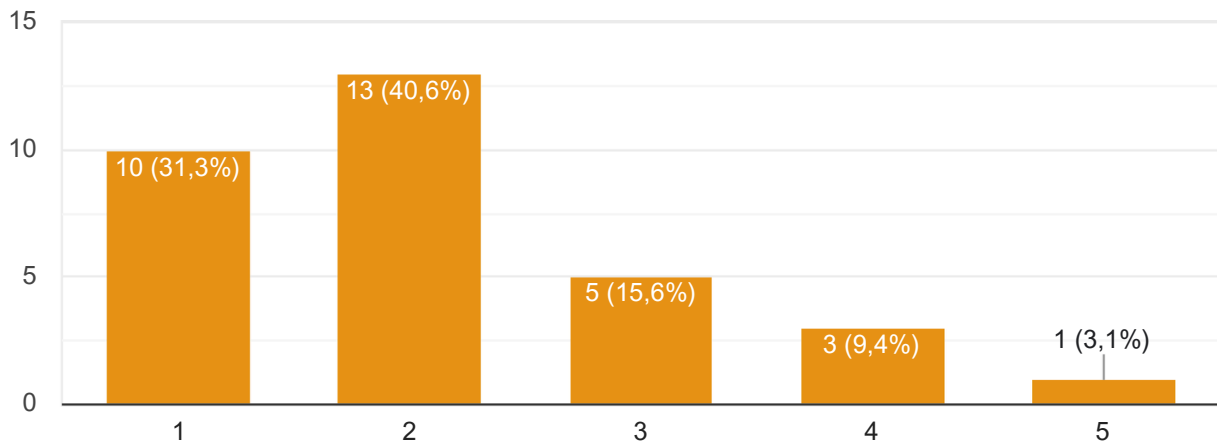
32 válasz



14. Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad

 Másolás

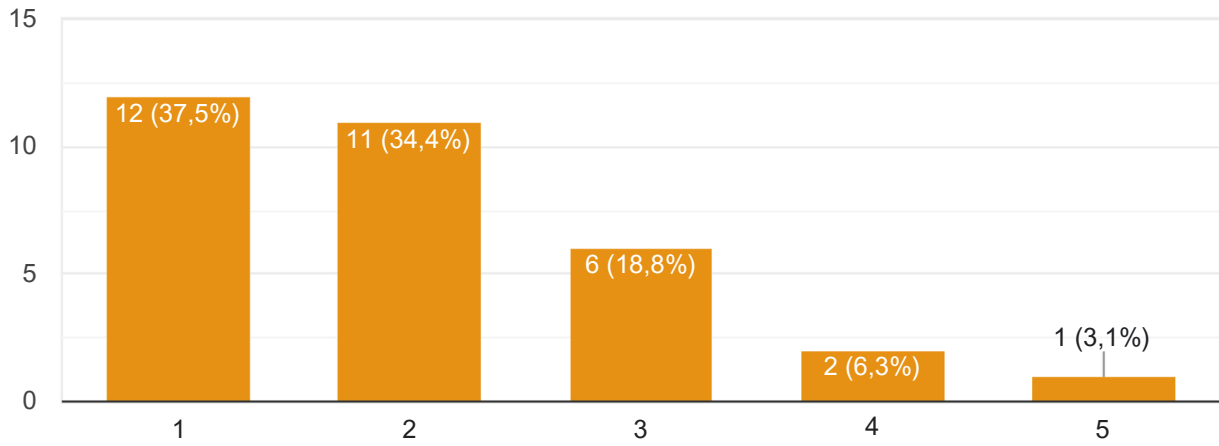
32 válasz



15. Over the next 6 months, I will volunteer my time working to help individuals or communities abroad.

 Másolás

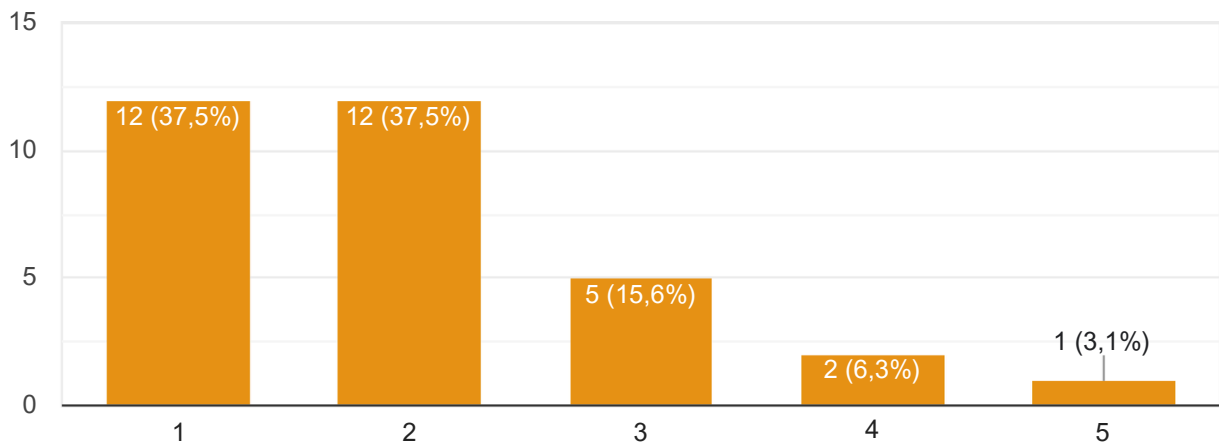
32 válasz



16. Over the next 6 months, I plan to get involved with a global humanitarian organisation or project.

 Másolás

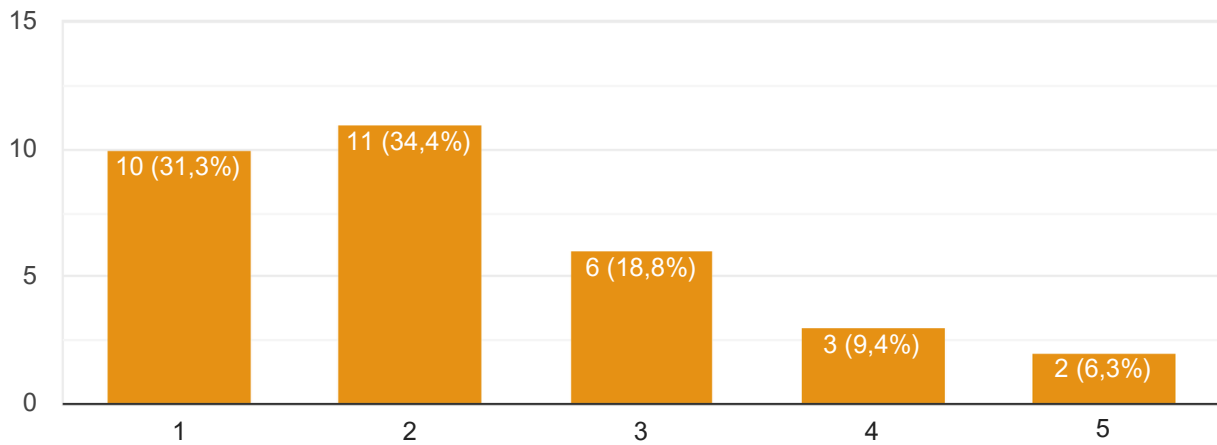
32 válasz



17. Over the next 6 months, I plan to help international people who are in difficulty.

 Másolás

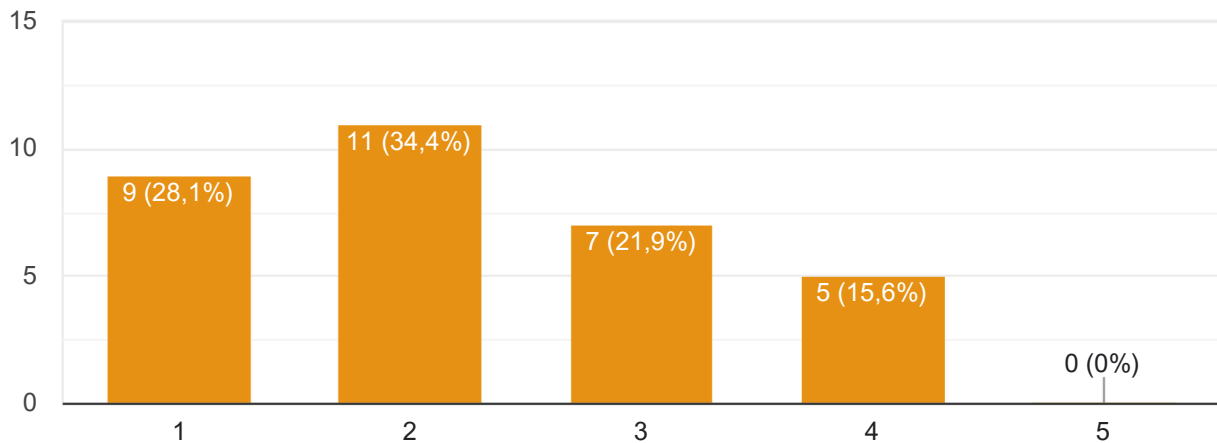
32 válasz



18. Over the next 6 months, I would get involved in a program that addresses global issues, such as environmental crisis or hunger or poverty, etc.

 Másolás

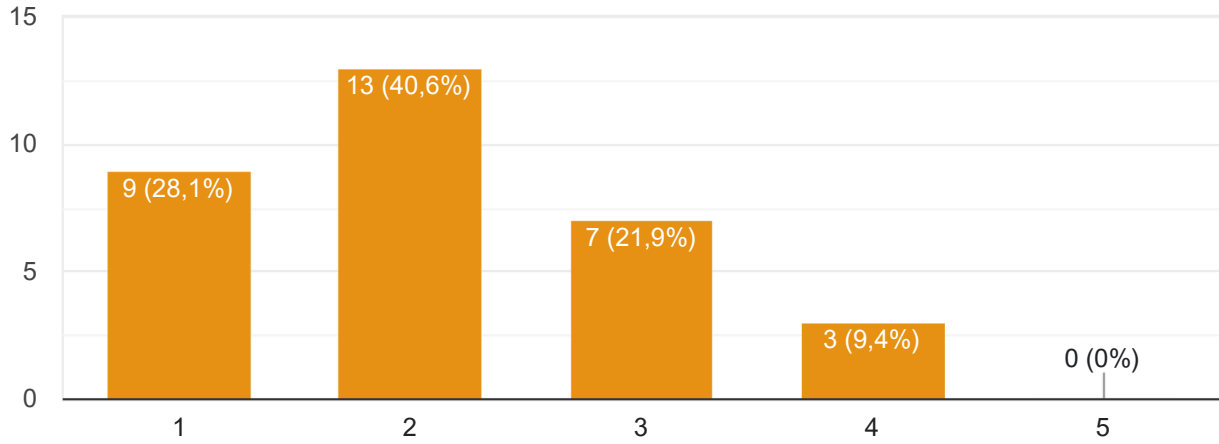
32 válasz



19. Over the next 6 months, I would work informally with a group toward solving a global humanitarian problem.

 Másolás

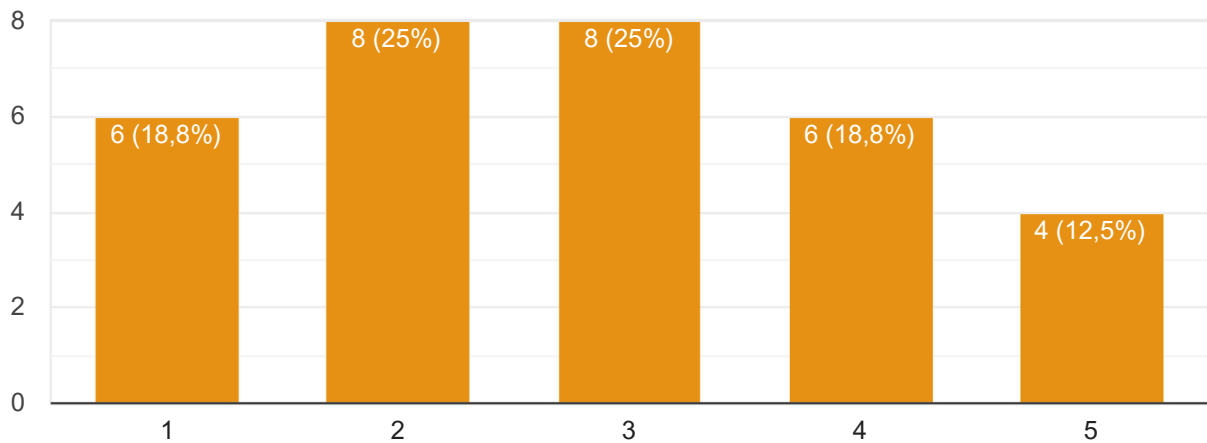
32 válasz



20. Over the next 6 months, I would sign an e-mail or written petition seeking to help individuals or communities abroad.

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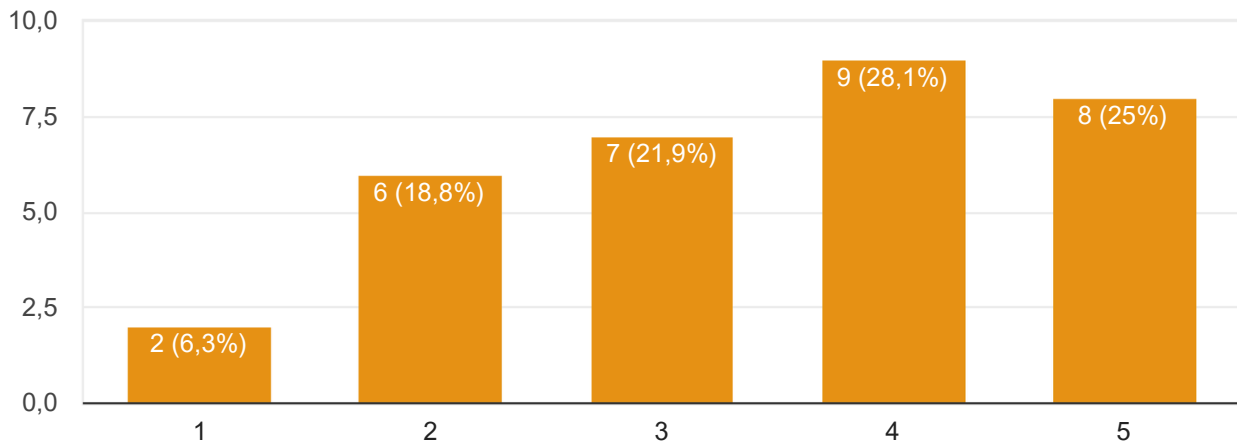
32 válasz



21. If at all possible, I will always buy fair-trade or locally grown products and brands.

 Másolás

32 válasz



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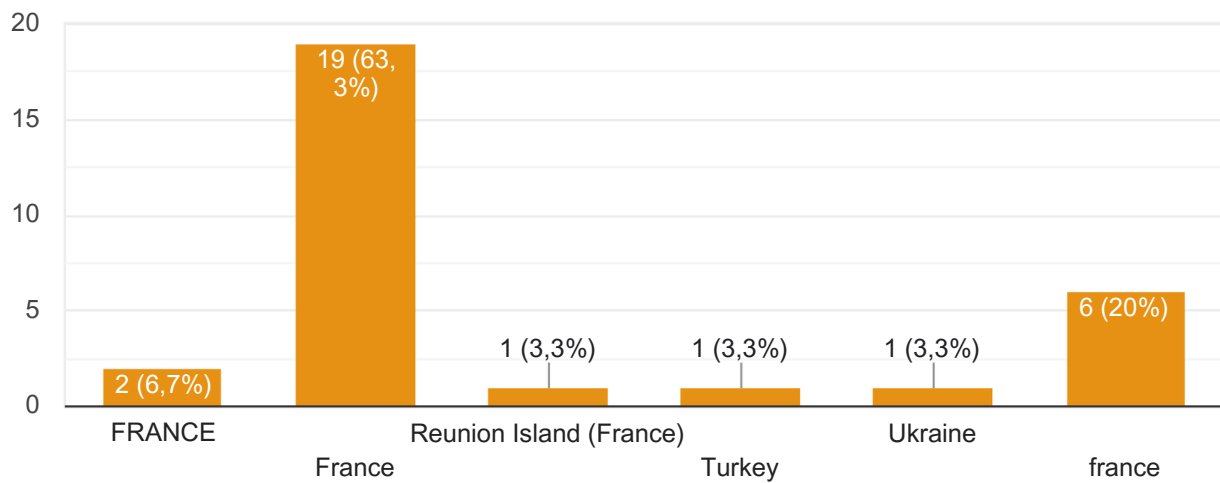
Post-game questionnaire

30 válasz

Your country of origin

 Másolás

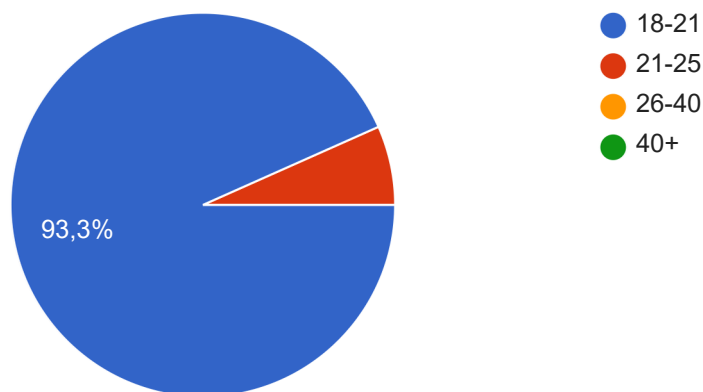
30 válasz



Your age

 Másolás

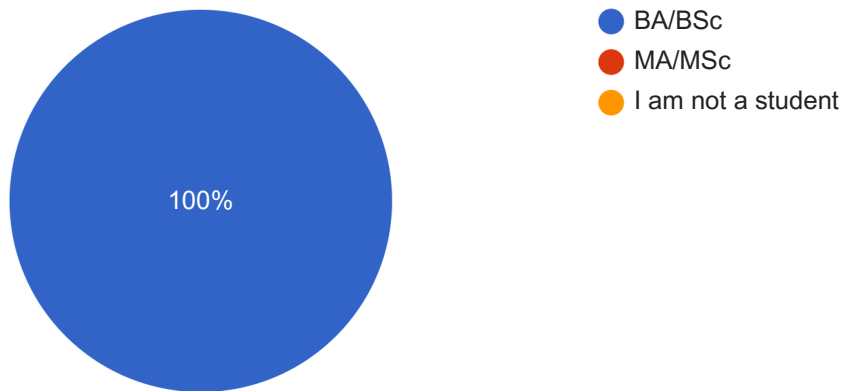
30 válasz



What course level are you enrolled to at the moment?

 Másolás

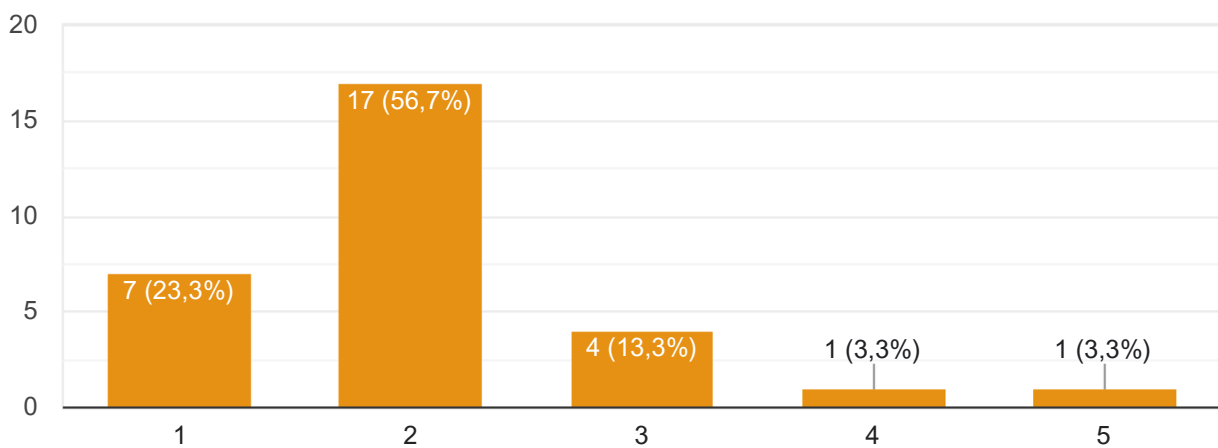
30 válasz



1. I think that most people around the world get what they are entitled to have.

 Másolás

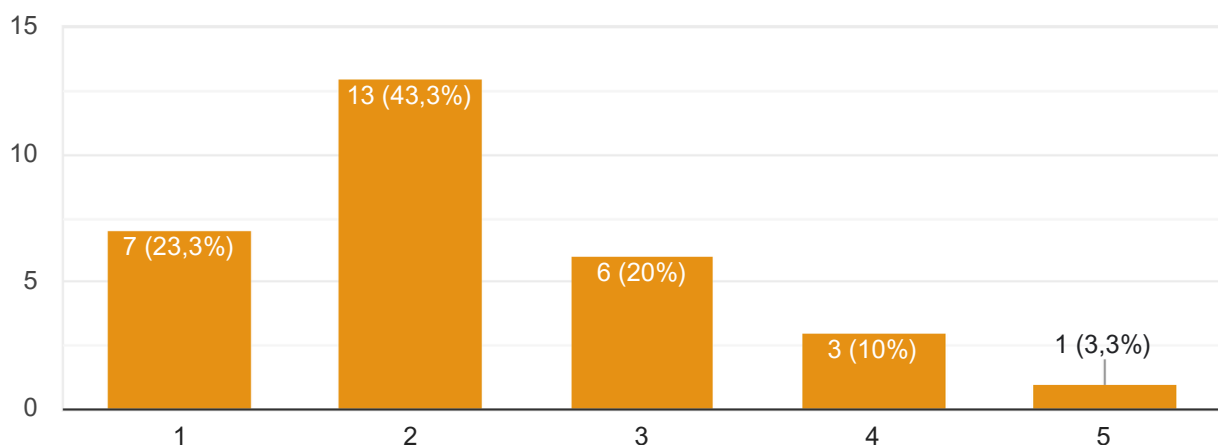
30 válasz



2. It is OK if some people in the world have more opportunities than others.

 Másolás

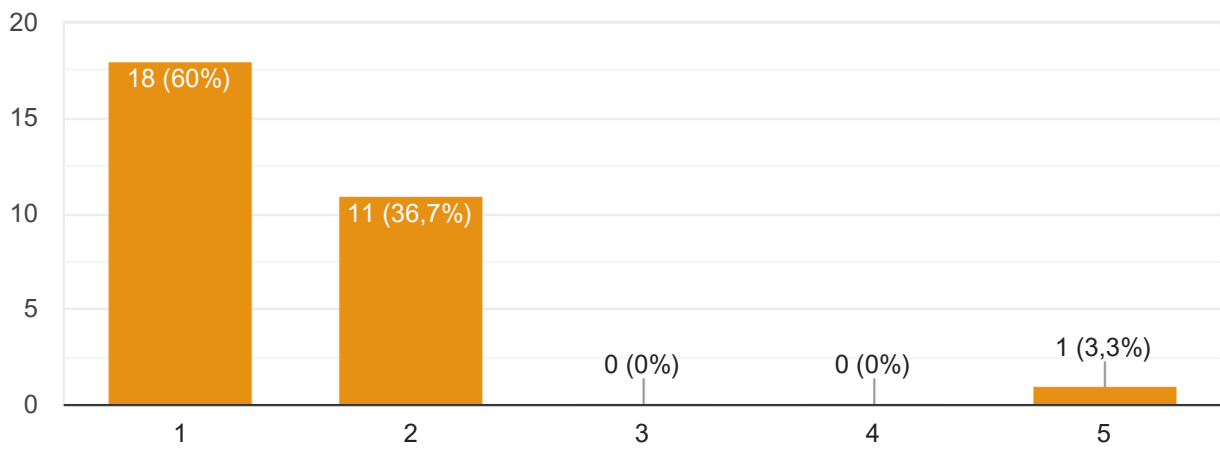
30 válasz



3. The world is generally a fair place.

[Másolás](#)

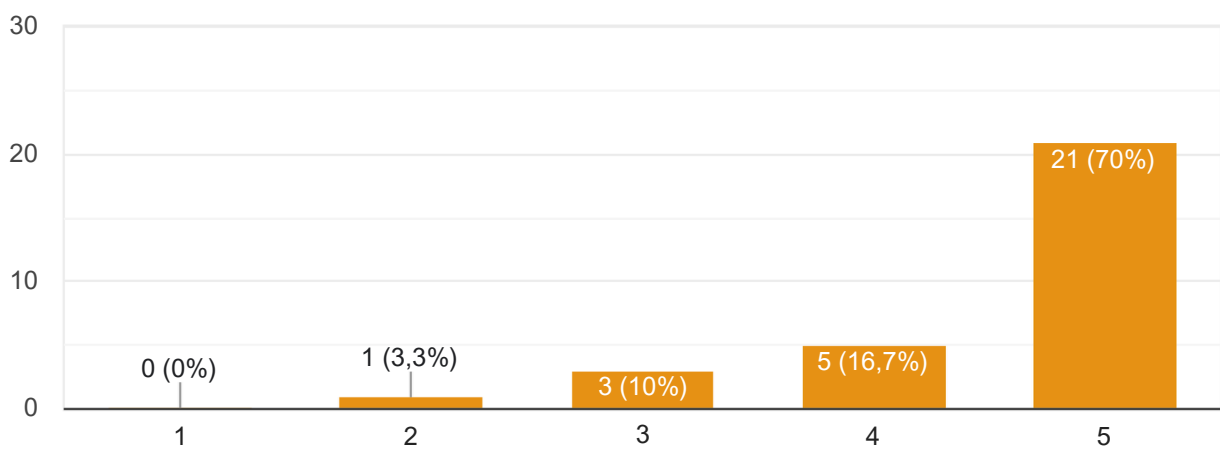
30 válasz



4. Not one country or group of people should dominate and exploit others in the world.

[Másolás](#)

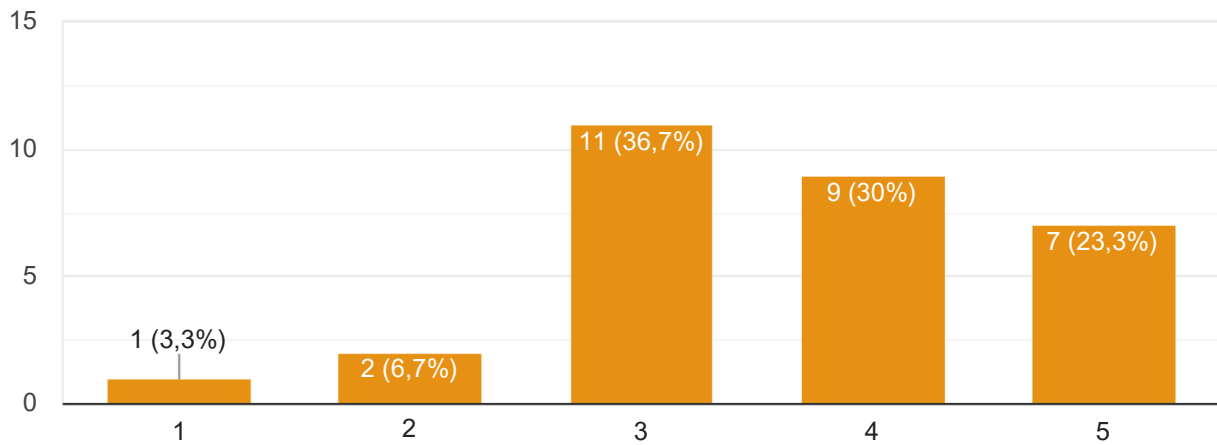
30 válasz



5. The needs of the worlds' most fragile people are more pressing than my own.

[Másolás](#)

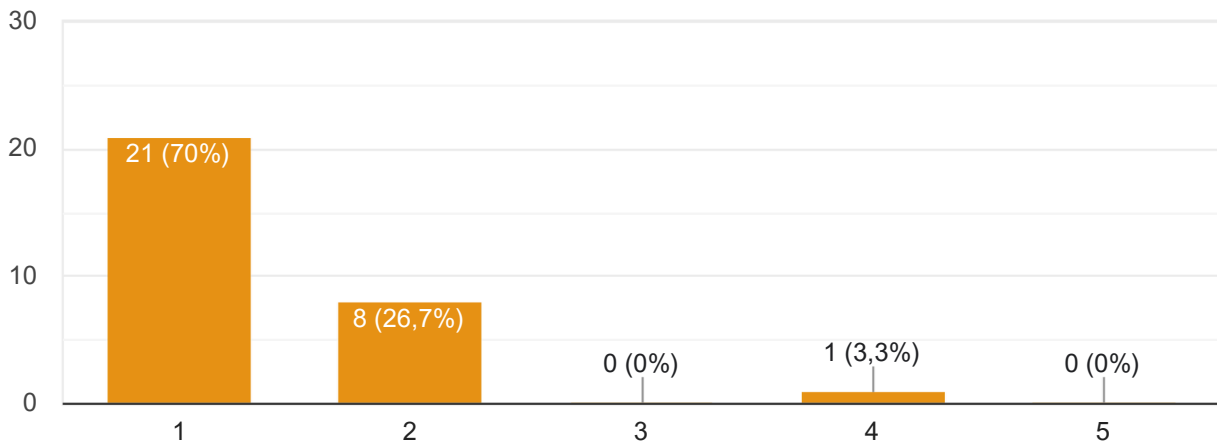
30 válasz



6. I think that many people around the world are poor because they do not work hard enough.

[Másolás](#)

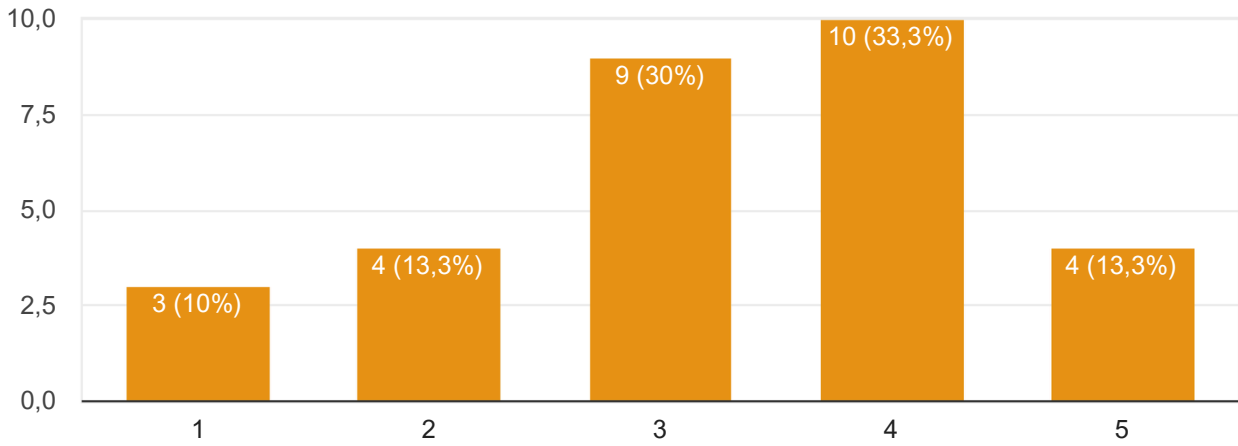
30 válasz



7. Developed nations have the obligation to make incomes around the world as equitable as possible.

 Másolás

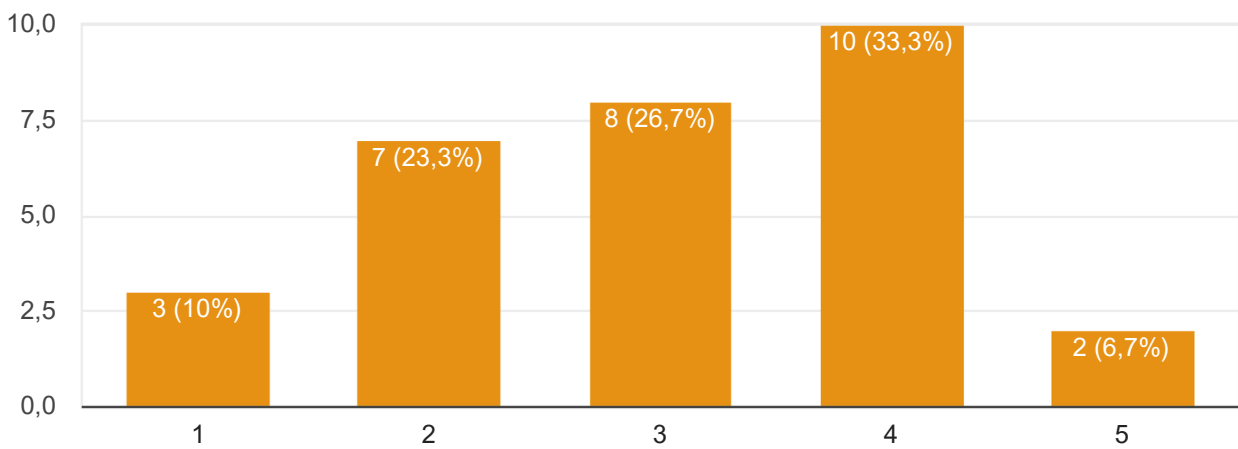
30 válasz



8. I do not feel responsible for the world's inequities and problems.

 Másolás

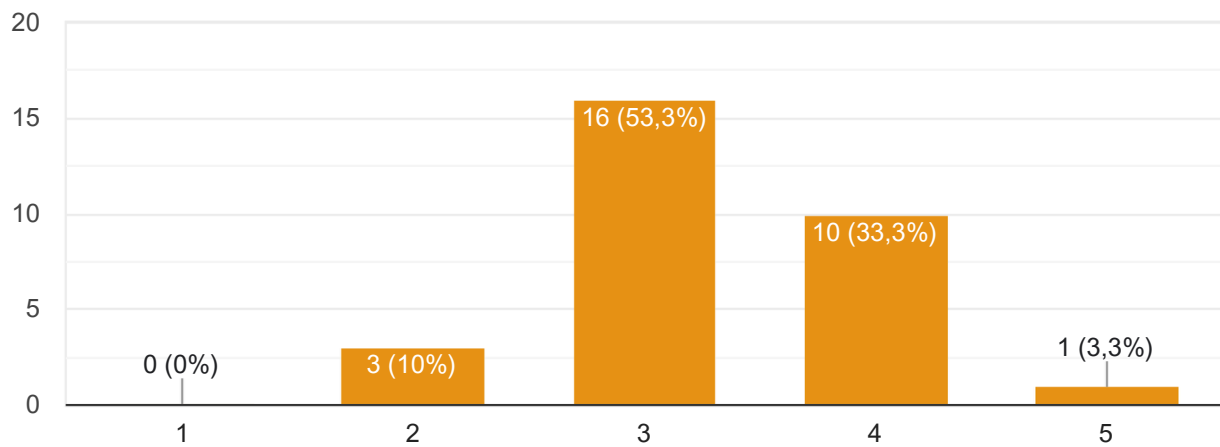
30 válasz



9. I think in terms of giving back to the global society.

 Másolás

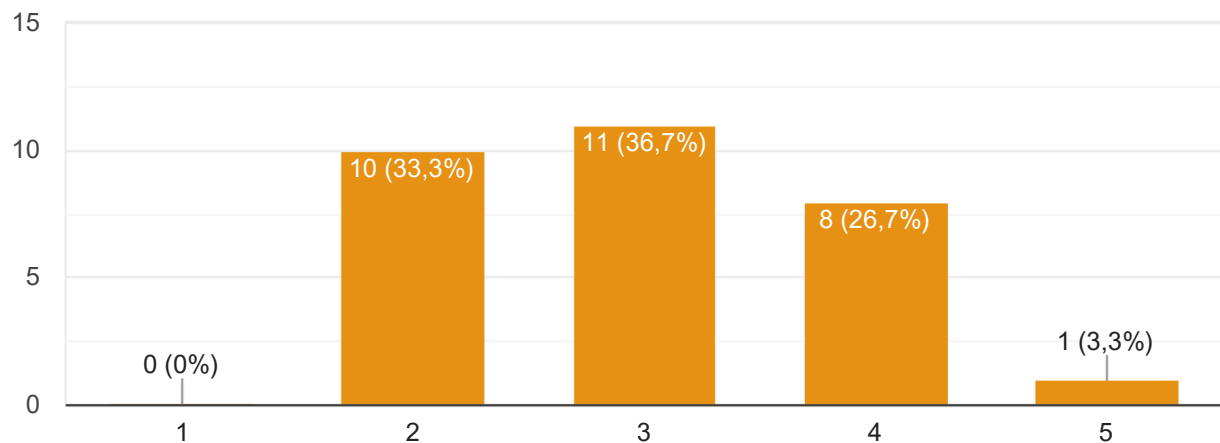
30 válasz



10. I know several ways in which I can make a difference on some of this world's most worrisome problems.

 Másolás

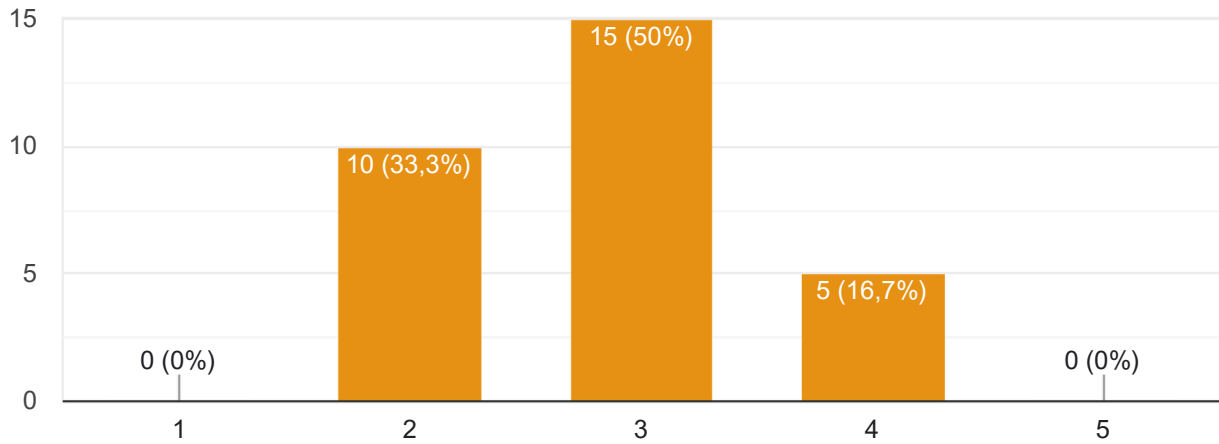
30 válasz



11. I am able to get other people to care about global problems that concern me.

[Másolás](#)

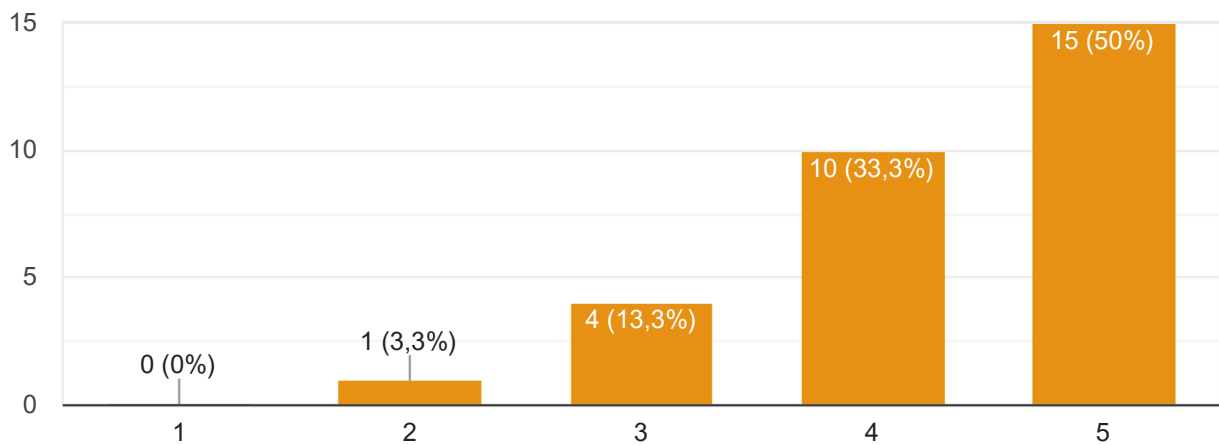
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12. I welcome working with people who have different cultural values from me.

[Másolás](#)

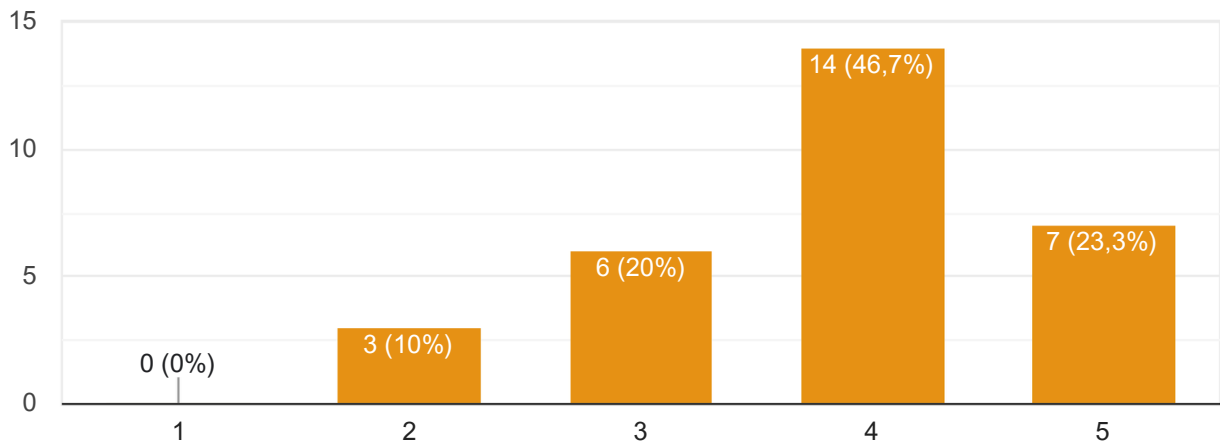
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13. I am informed of current issues that impact international relationships.

[Másolás](#)

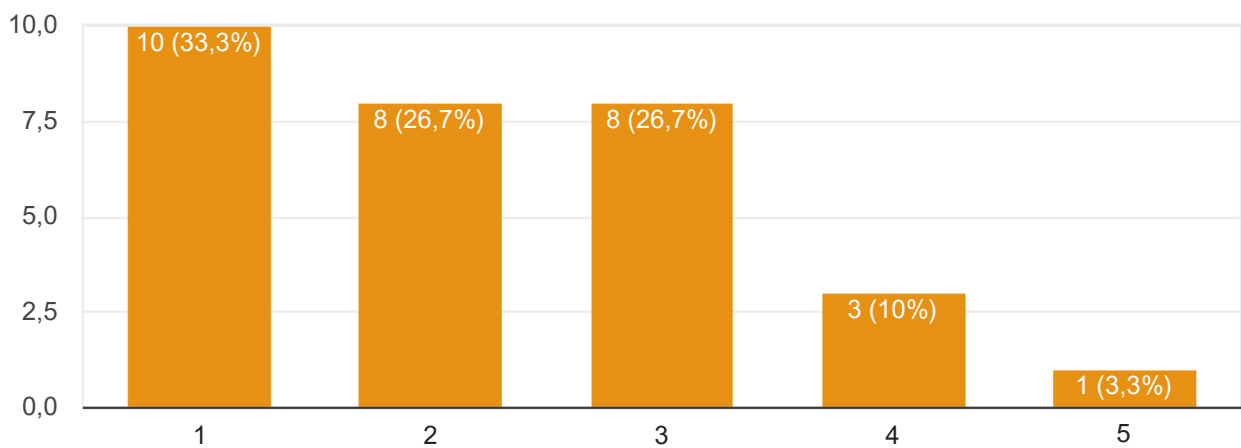
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14. Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad

[Másolás](#)

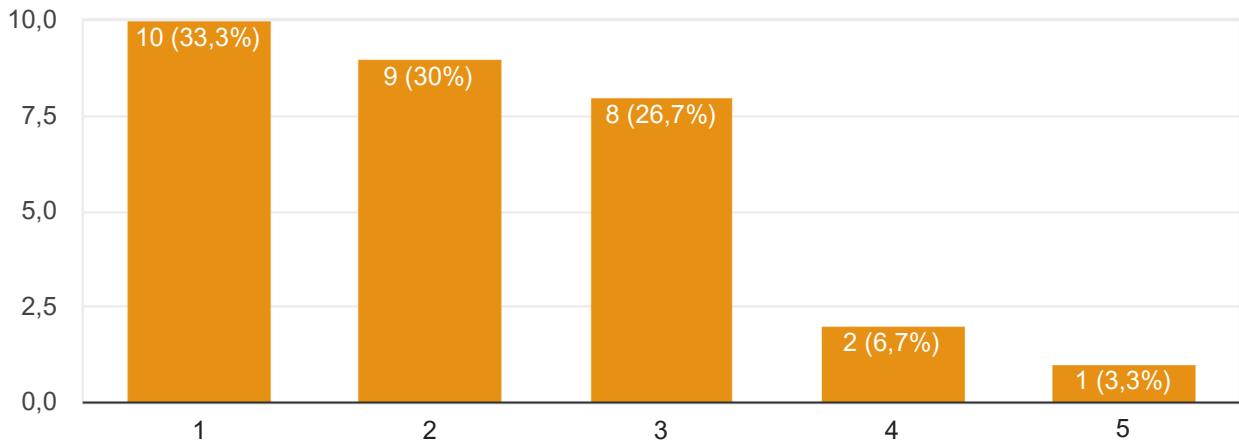
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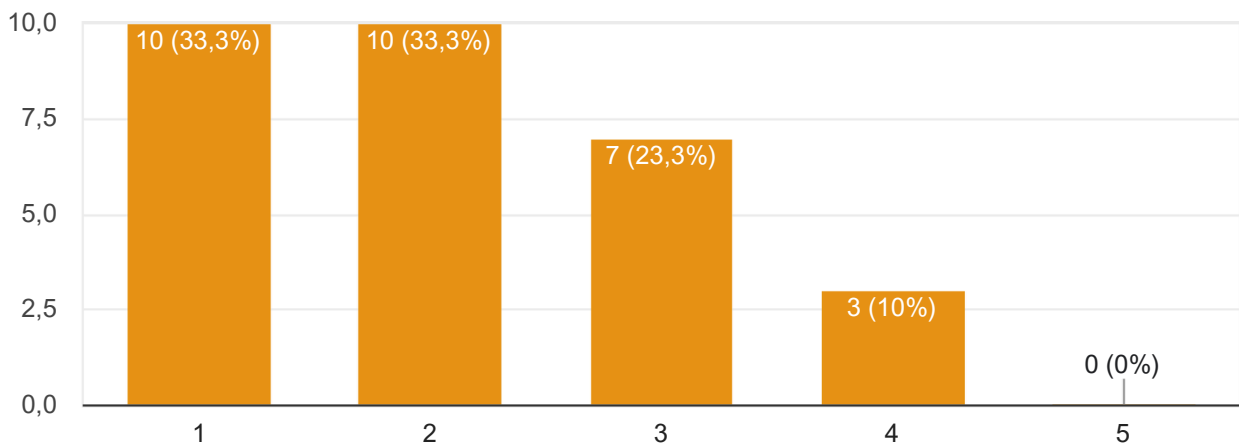
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16. Over the next 6 months, I plan to get involved with a global humanitarian organisation or project.

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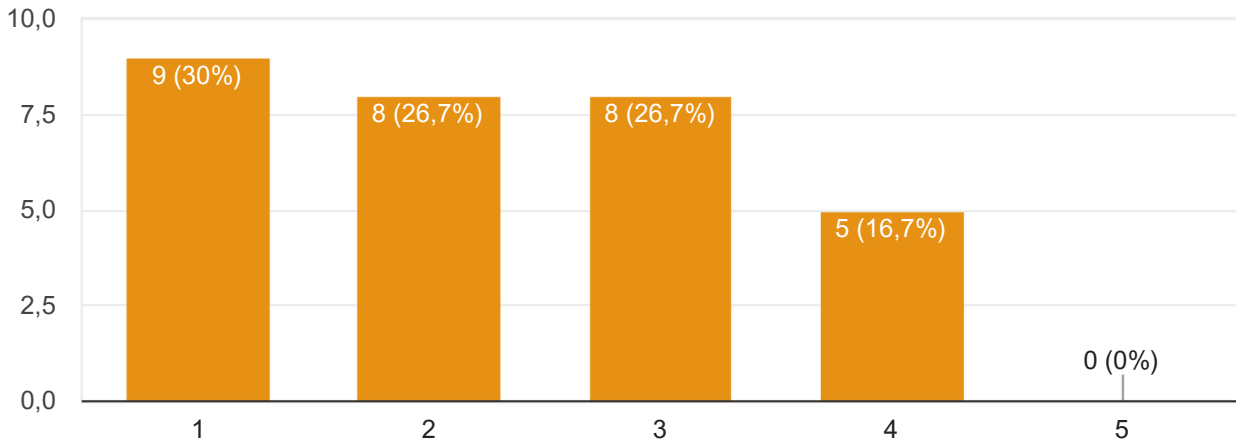
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17. Over the next 6 months, I plan to help international people who are in difficulty.

[Másolás](#)

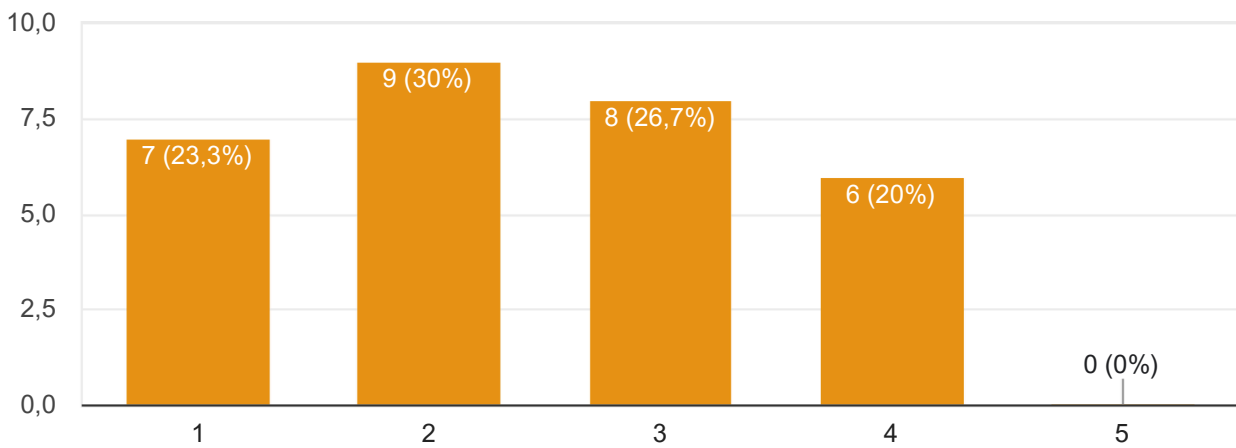
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18. Over the next 6 months, I would get involved in a program that addresses global issues, such as environmental crisis or hunger or poverty, etc.

[Másolás](#)

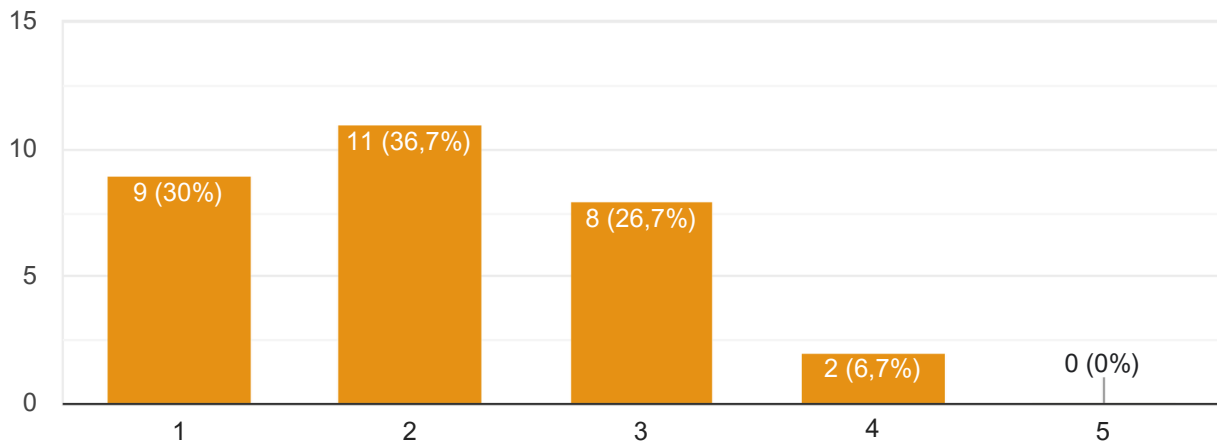
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19. Over the next 6 months, I would work informally with a group toward solving a global humanitarian problem.

[Másolás](#)

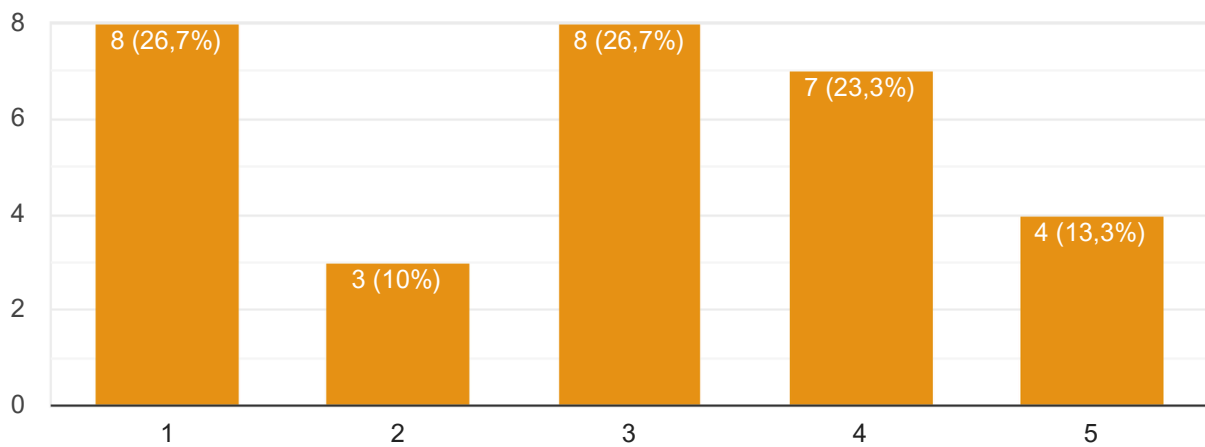
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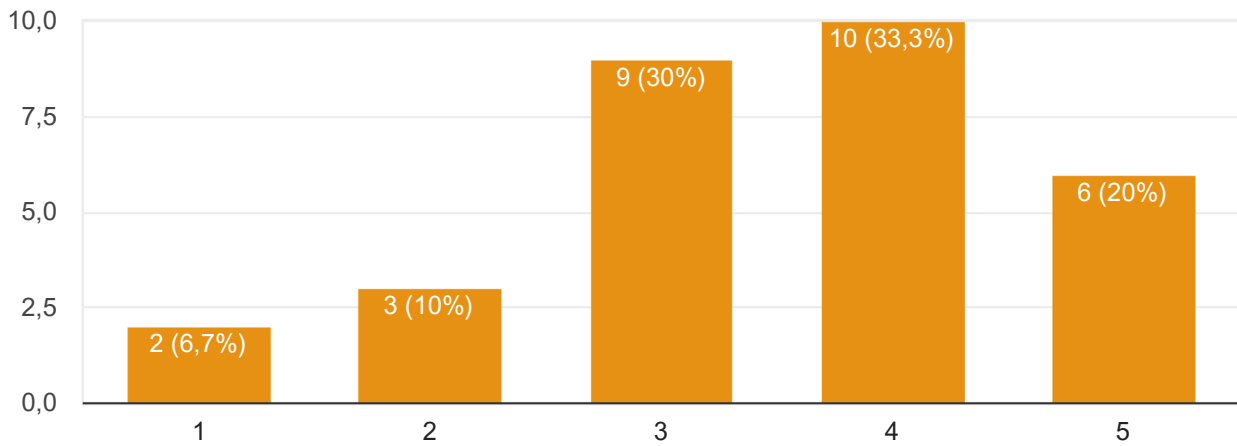
30 válasz



21. If at all possible, I will always buy fair-trade or locally grown products and brands.

 Másolás

30 válasz



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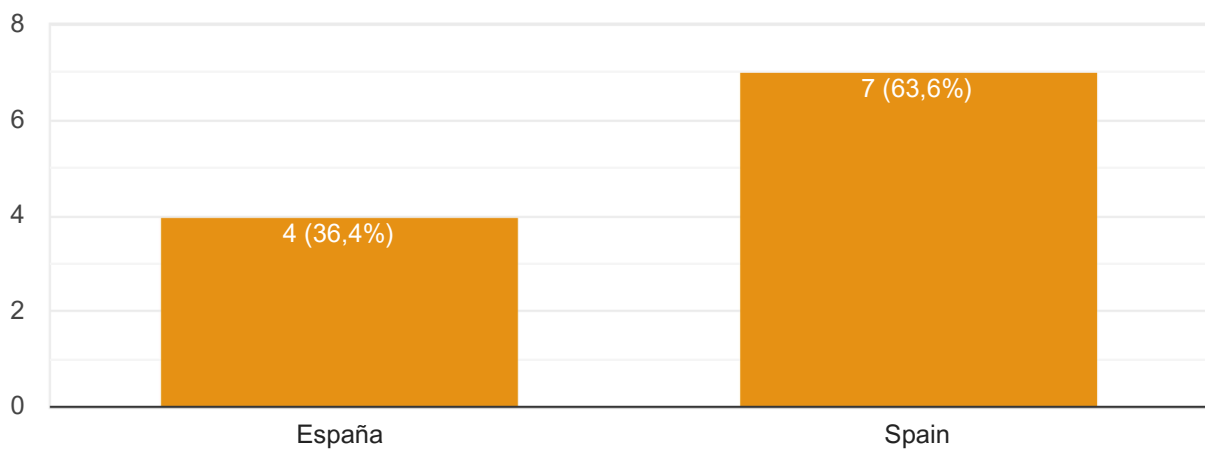
Encuesta previa al juego

11 v lasz

Pa s de origen

[M sol s](#)

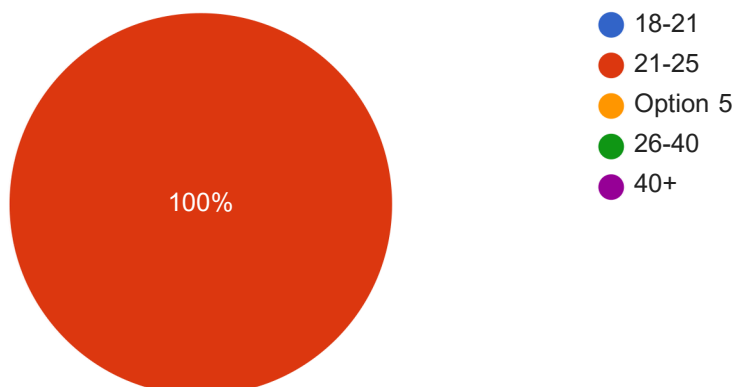
11 v lasz



Edad

[M sol s](#)

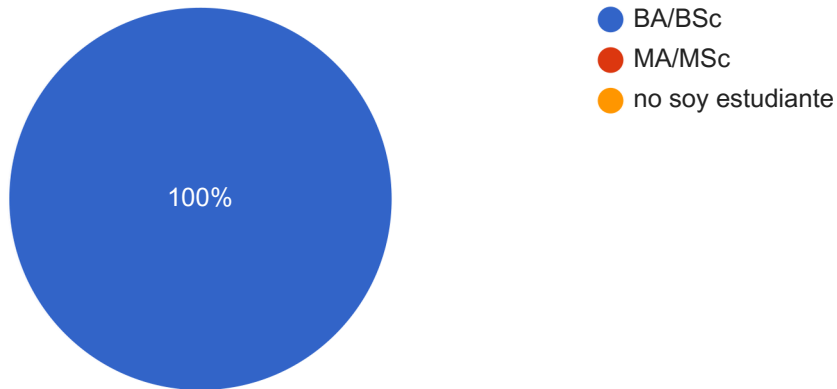
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Nivel de estudios

[Másolás](#)

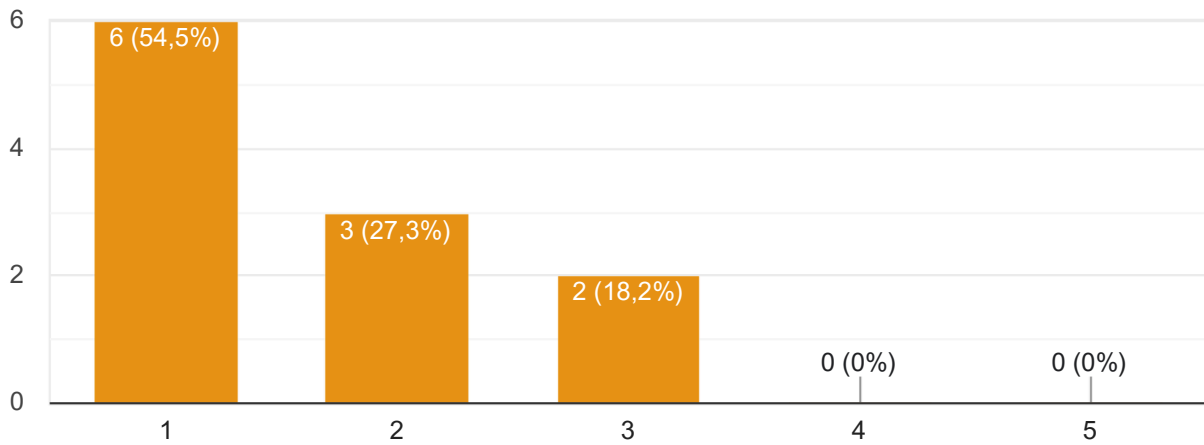
11 válasz



Creo que toda la gente del mundo tiene lo que se merece

[Másolás](#)

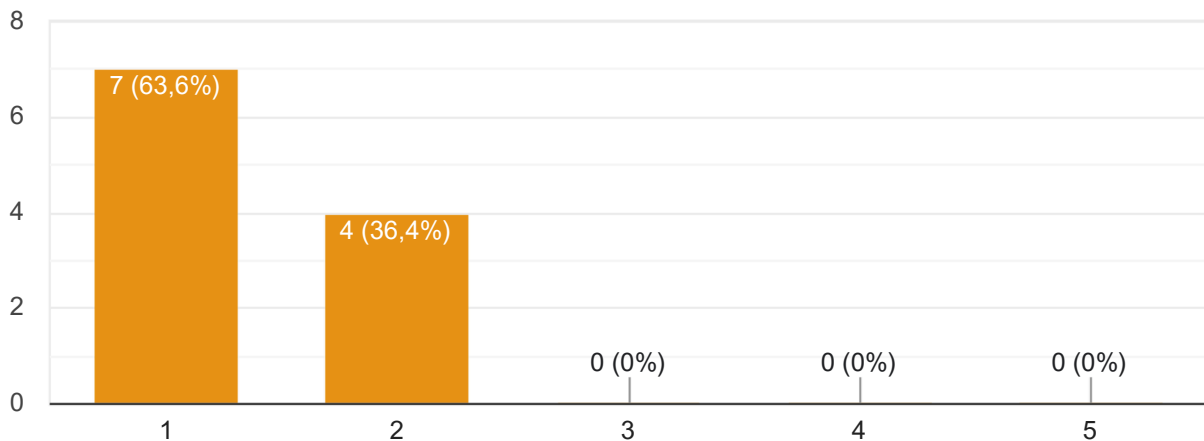
11 válasz



2. Es correcto que algunos países tengan más que otros .

[Másolás](#)

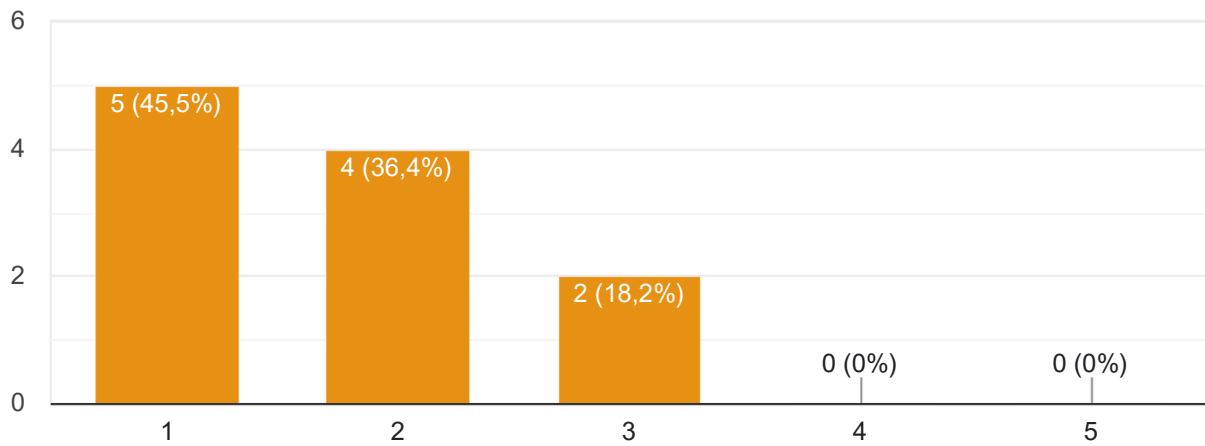
11 válasz



3. El mundo es un lugar justo .

 Másolás

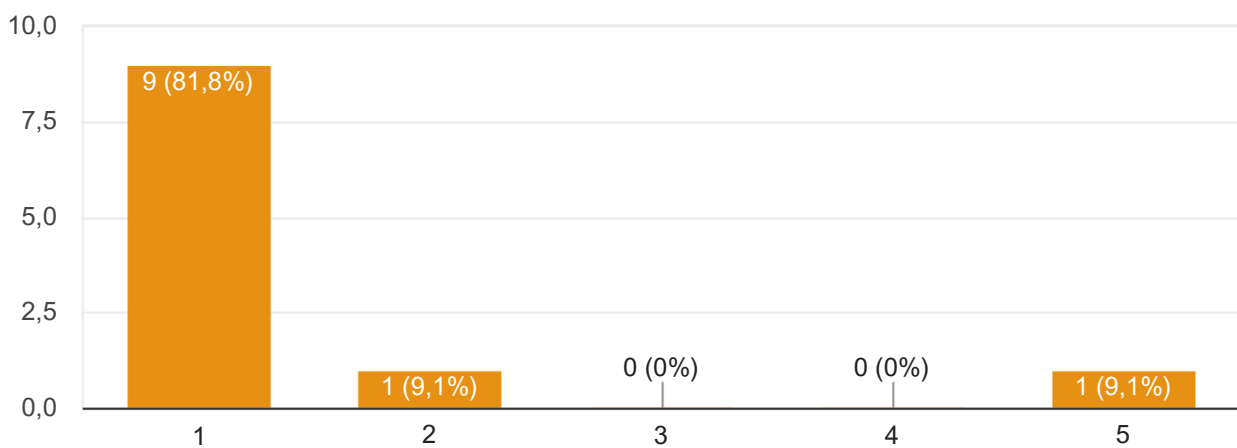
11 v lasz



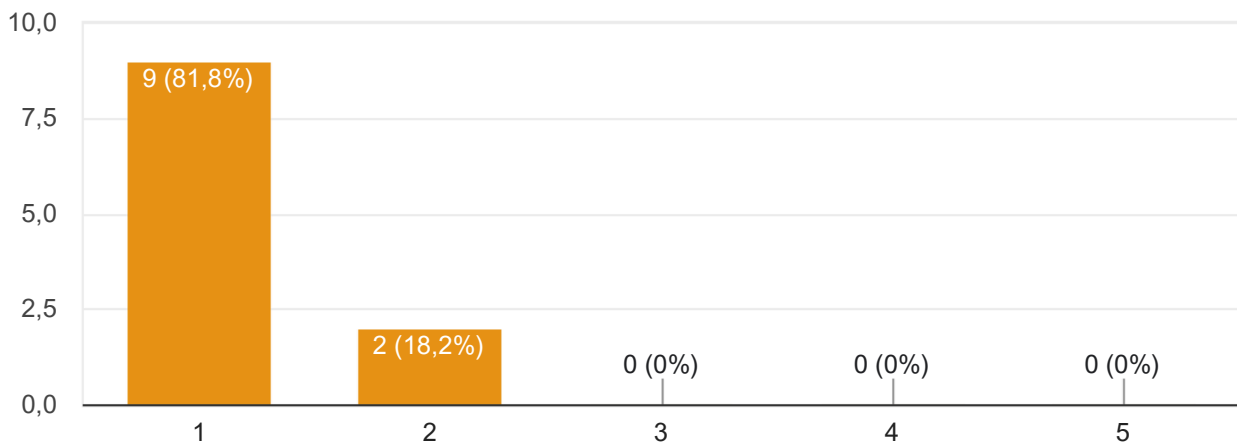
4.Ni pa s ni persona en el mundo deber a controlar a los dem s .

 Másolás

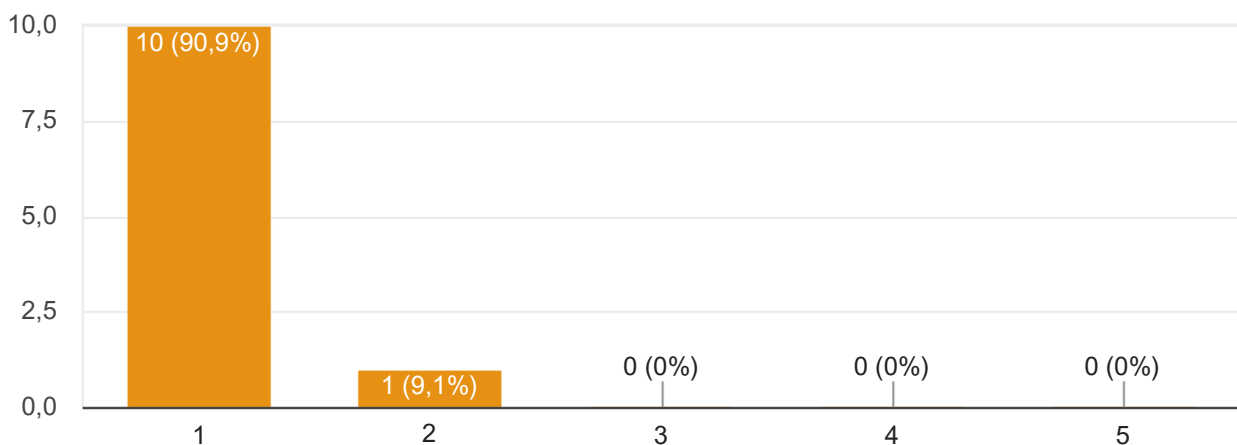
11 v lasz



5. Las necesidades de los más frágiles tienen más presión que las mías

[Másolás](#)11 v \acute{a} lasz

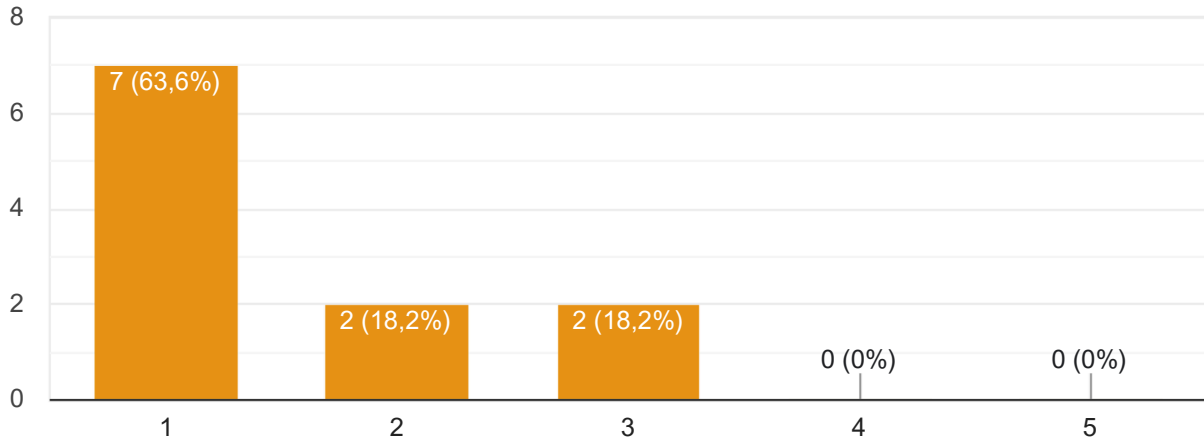
6. Creo que mucha gente pobre, lo es porque no trabaja suficiente

[Másolás](#)11 v \acute{a} lasz

7. Las naciones desarrolladas tienen que hacer que los ingresos de todo el mundo sean lo más equitativos posible .

[Másolás](#)

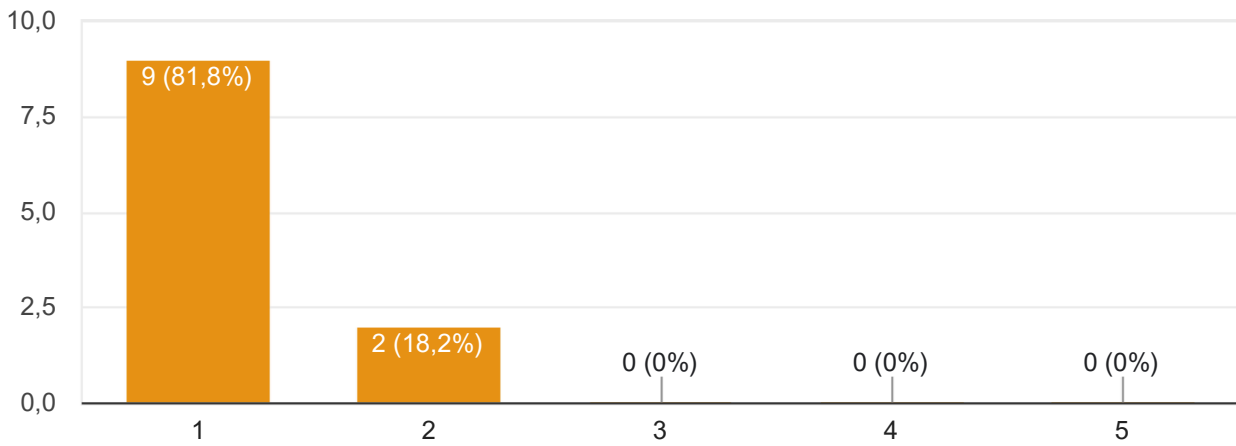
11 vílasz



8. No soy responsable de las desigualdades o problemas del mundo

[Másolás](#)

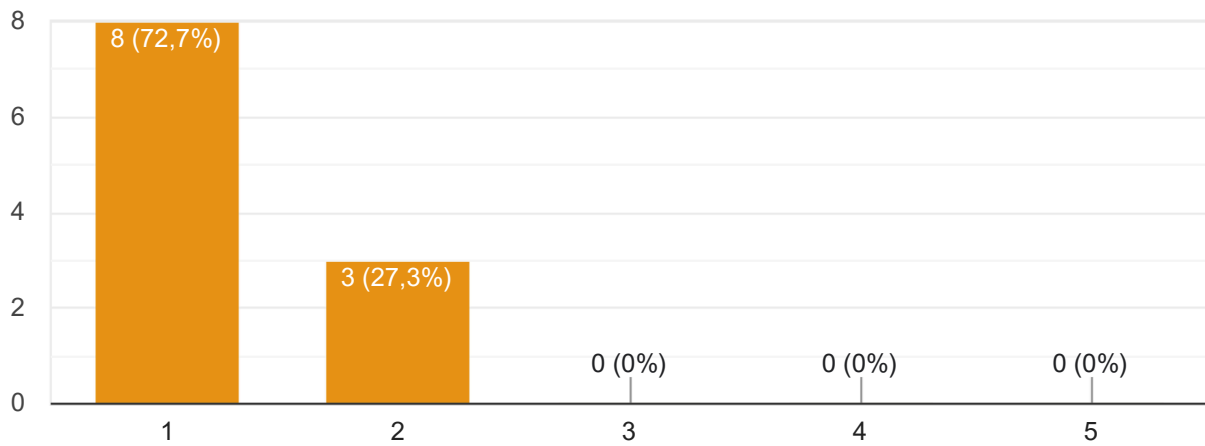
11 vílasz



9. Pienso que he de devolverle a la sociedad

 Másolás

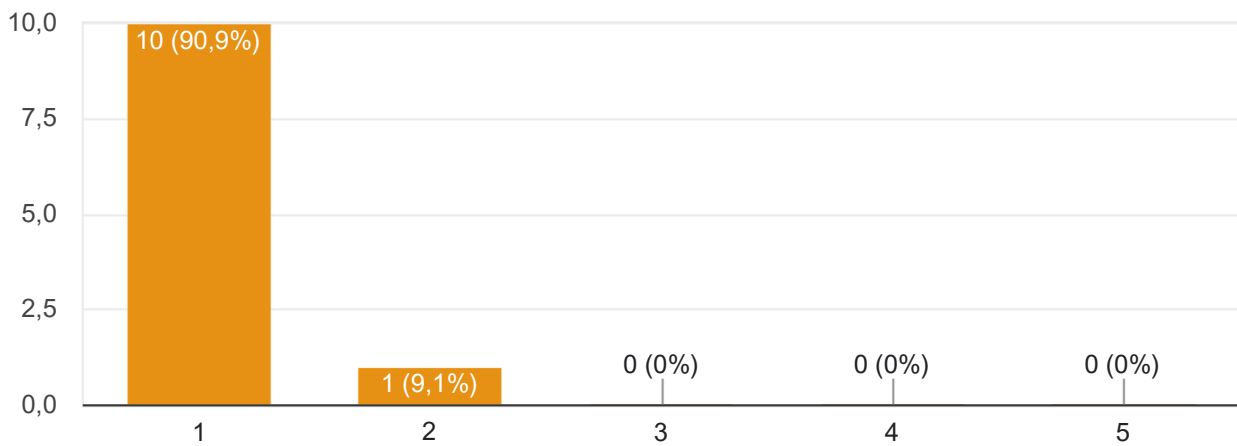
11 vasz



10. Conozco modos en los que puedo cambiar algunos de los problemas del mundo

 Másolás

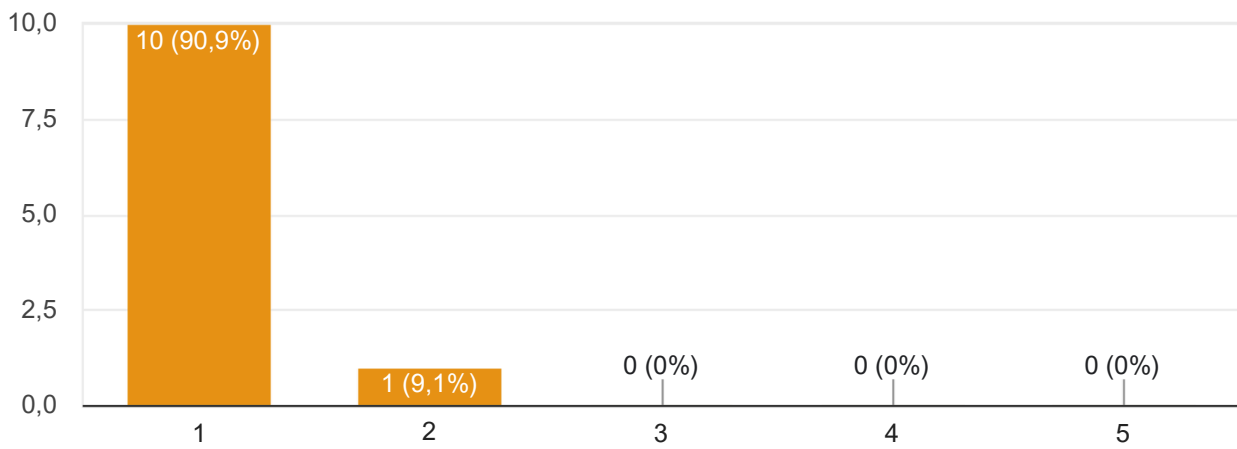
11 vasz



11. Puedo hacer que otras personas se preocupen de problemas globales que me preocupan

[Másolás](#)

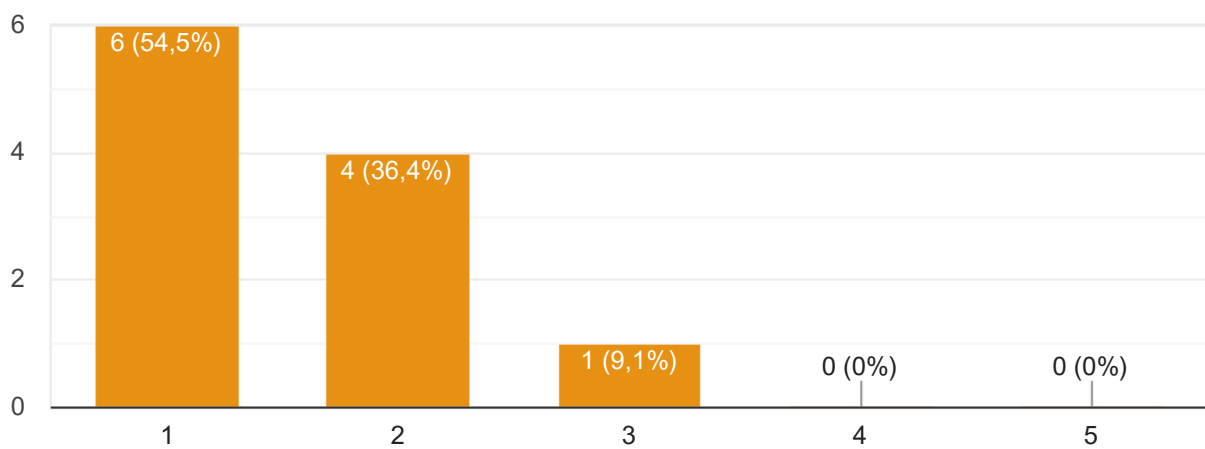
11 válasz



12. Me gusta trabajar con personas que tienen diferentes culturas y valores que la mía

[Másolás](#)

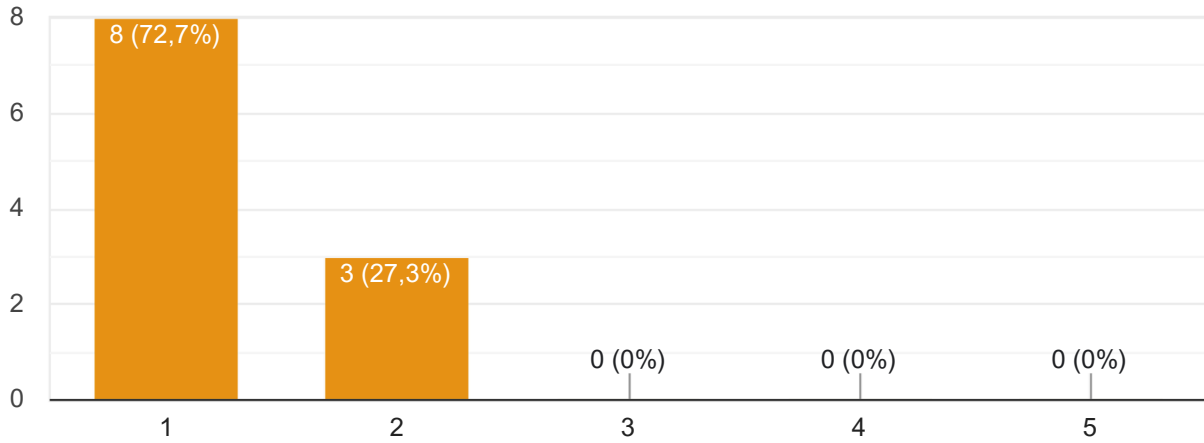
11 válasz



13. Estoy informado de asuntos que afectan las relaciones internacionales

[Másolás](#)

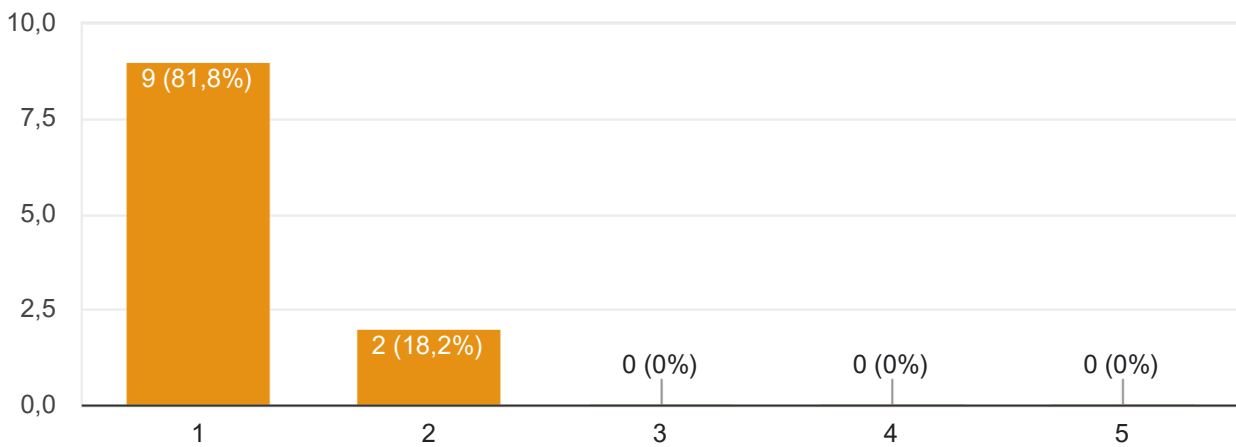
11 válasz



14. En los próximos 6 meses, pienso en apuntarme a voluntariado para ayudar a personas y comunidades en el extranjero

[Másolás](#)

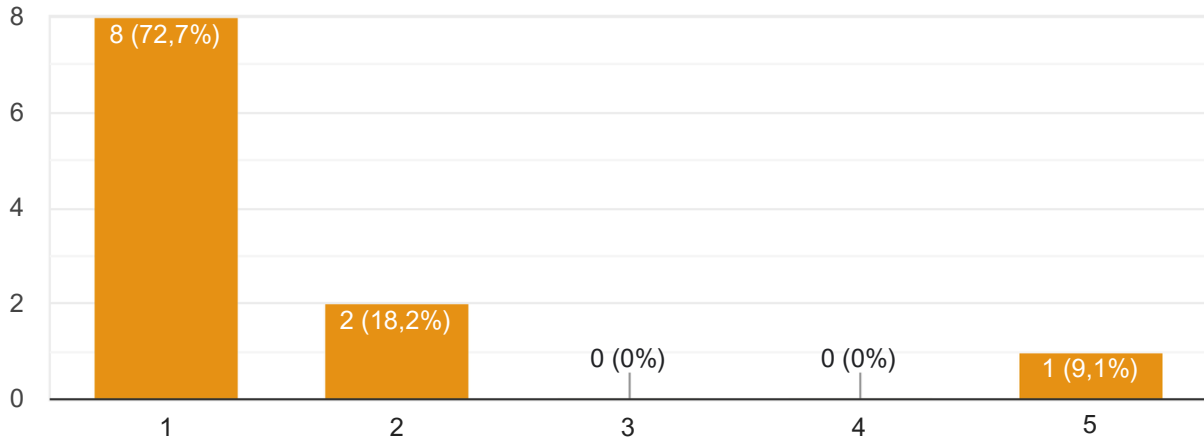
11 válasz



15. En los próximos 6 meses , I hare voluntariado en el extranjero para ayudar a personas y comunidades

[Másolás](#)

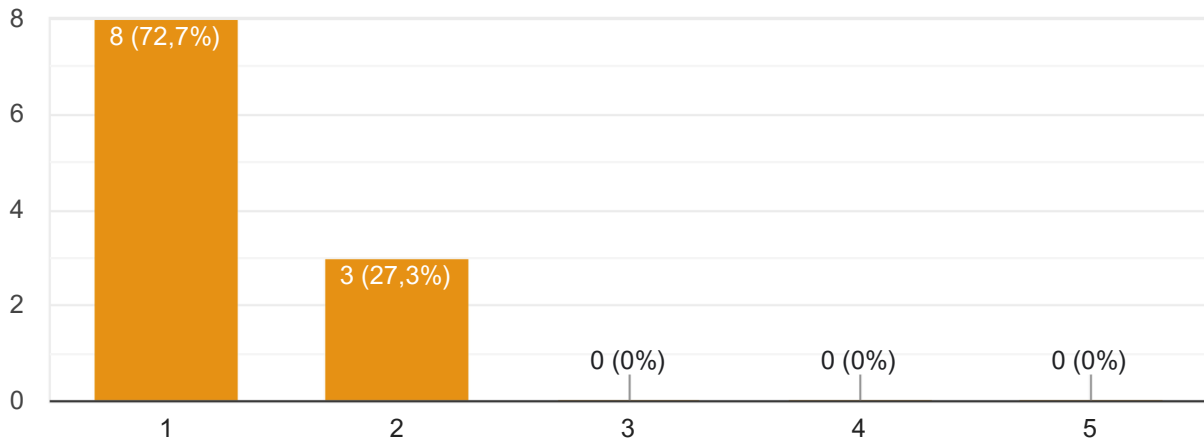
11 válasz



16. En los próximos 6 meses trabajaré en un un proyecto humanitario u organización

[Másolás](#)

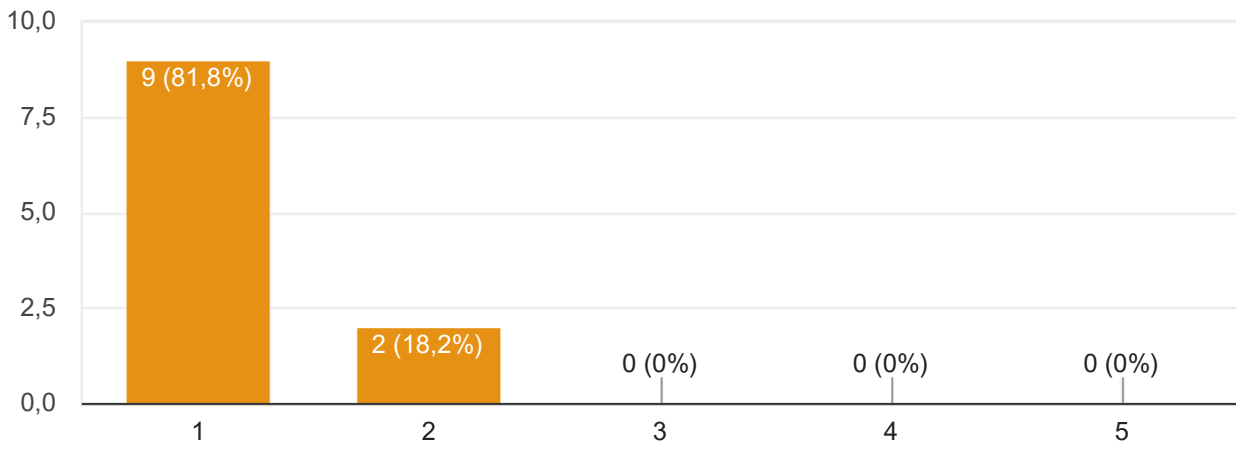
11 válasz



17. Durante los próximos 6 meses voy a ayudar a extranjeros que estén en problemas

[Másolás](#)

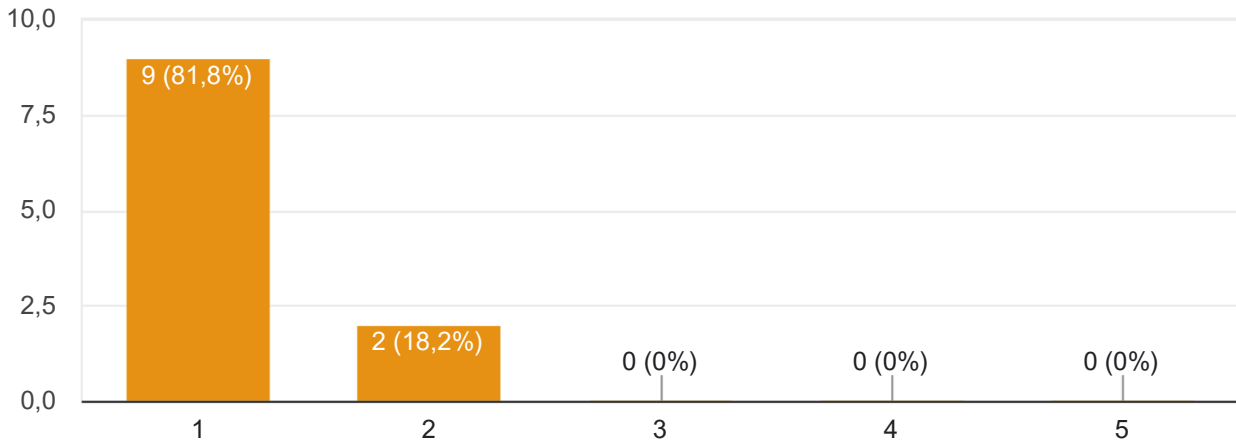
11 válasz



18. En los próximos 6 meses, Me involucraré en un programa que incluya problemas globales como el medio ambiente, el hambre, o la pobreza, etc.

[Másolás](#)

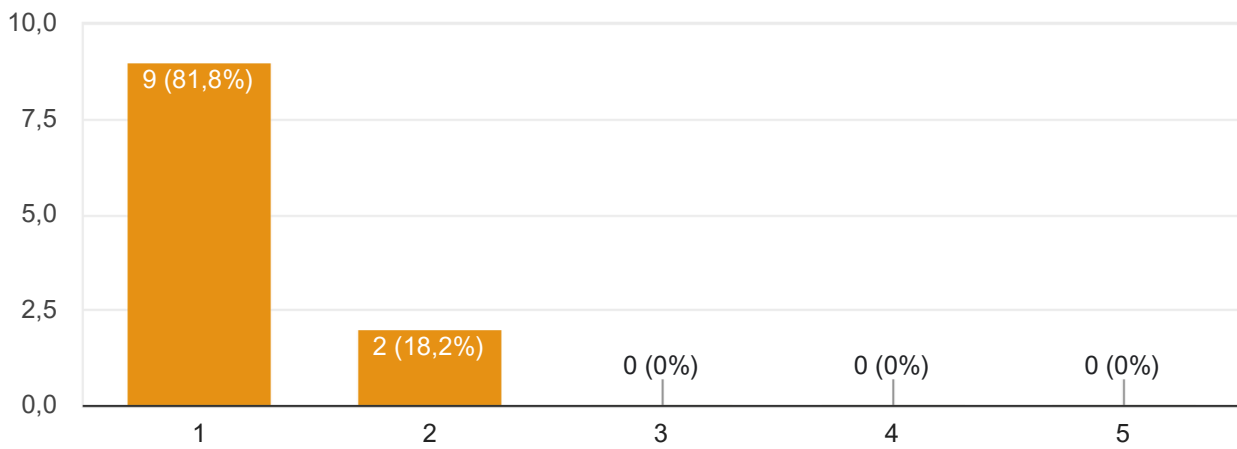
11 válasz



19. Durante lo próximos 6 meses , trabajaré en un grupo resolviendo un problema humanitario global .

[Másolás](#)

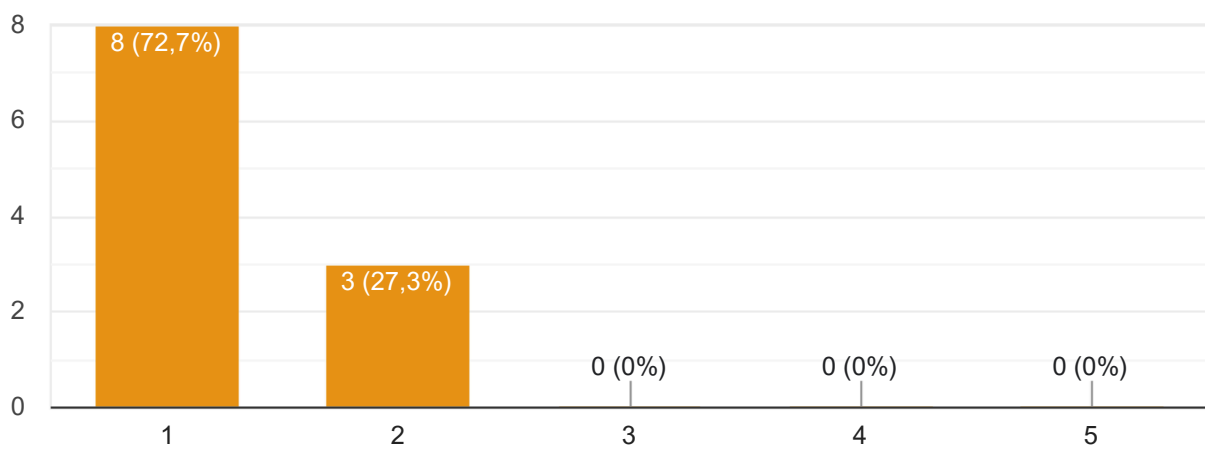
11 válasz



20. Durante los próximos 6 meses I firmaré un e-mail o petición escrita buscando ayudar individuos o comunidades en el extranjero .

[Másolás](#)

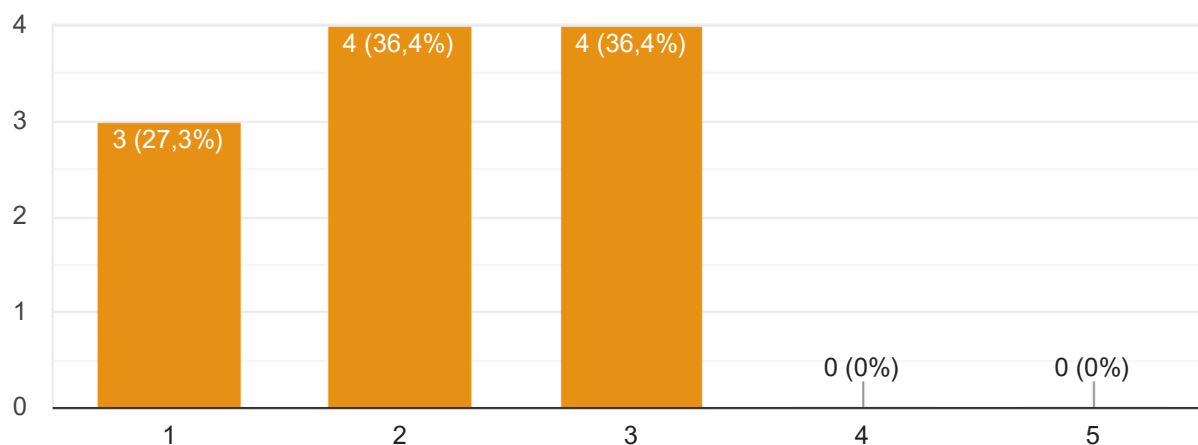
11 válasz



21. Si es posible , siempre comprare productos de comercio justo .

 Másolás

11 válasz



Ezt a tartalmat nem a Google hozta létre, és nem is hagyta azt jóvá. - [A kapcsolatfelvételi űrlap tulajdonosa](#) - [Felhasználási feltételek](#) - [Adatvédelmi irányelvek](#)

Gyanúsnak tűnik ez az űrlap? [Jelentés](#)

Google Űrlapok



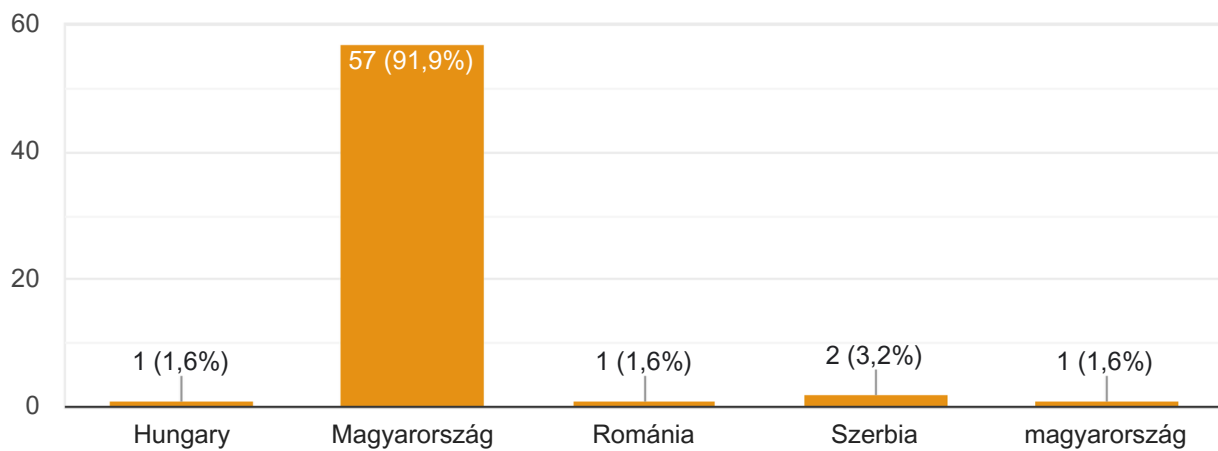
Játék előtti kérdőív

62 válasz

Születési ország

 Másolás

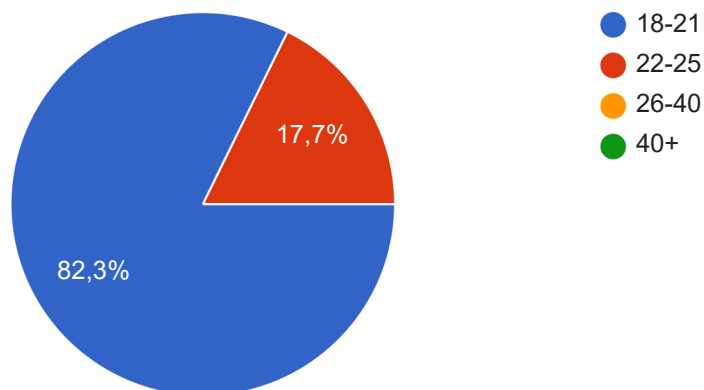
62 válasz



Életkor

 Másolás

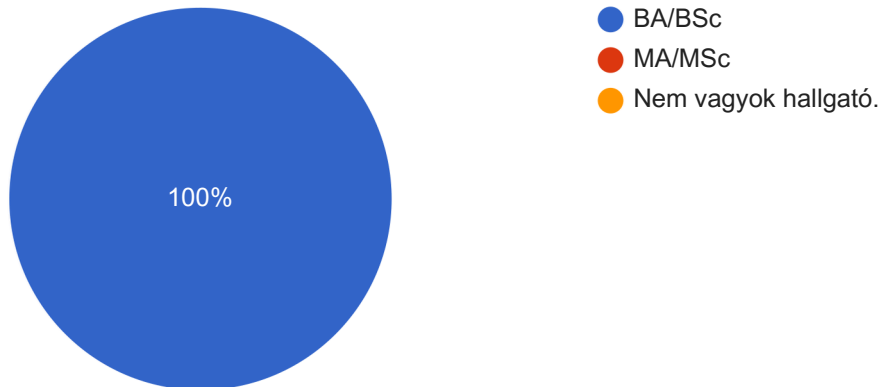
62 válasz



Milyen képzési szintre vagy jelenleg beiratkozva?

 Másolás

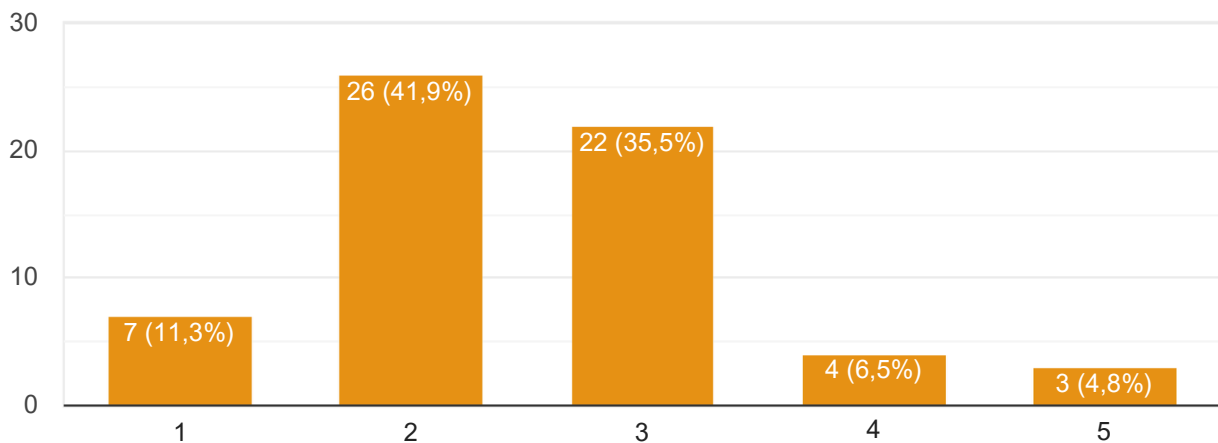
62 válasz



1. Úgy gondolom, hogy a világon a legtöbb ember azt kapja, ami jár neki.

 Másolás

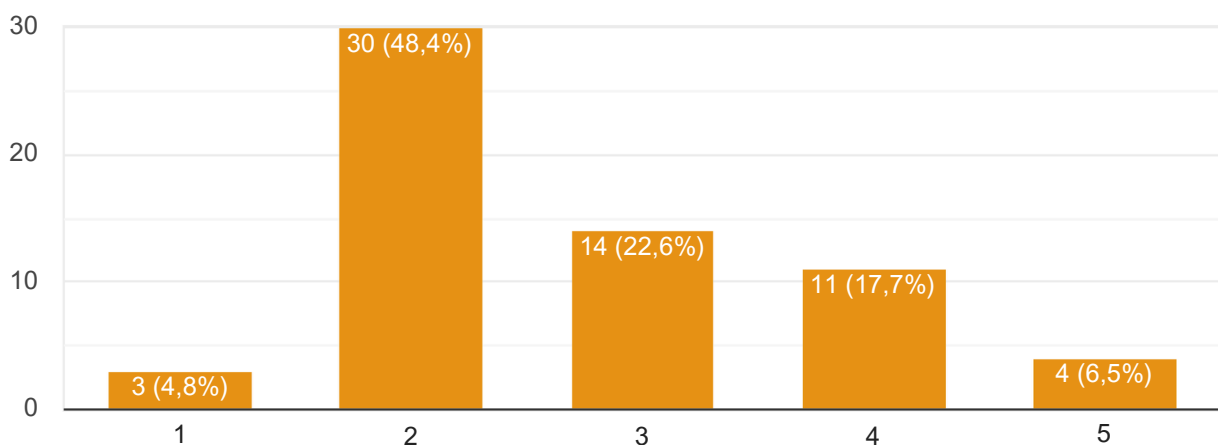
62 válasz



2. Nem baj, ha egyes embereknek a világon több lehetőségük van, mint másoknak.

 Másolás

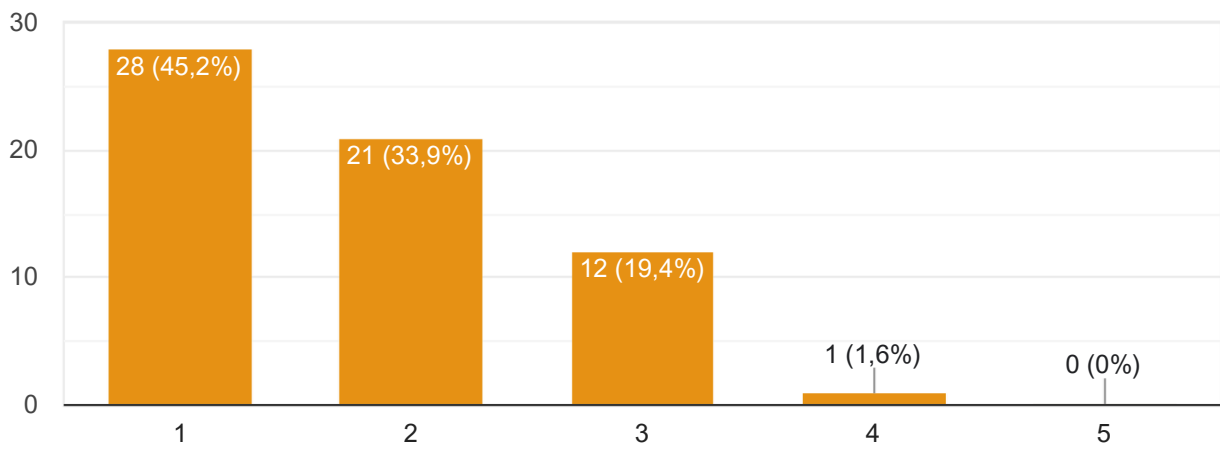
62 válasz



3. A világ általában egy igazságos hely.

[Másolás](#)

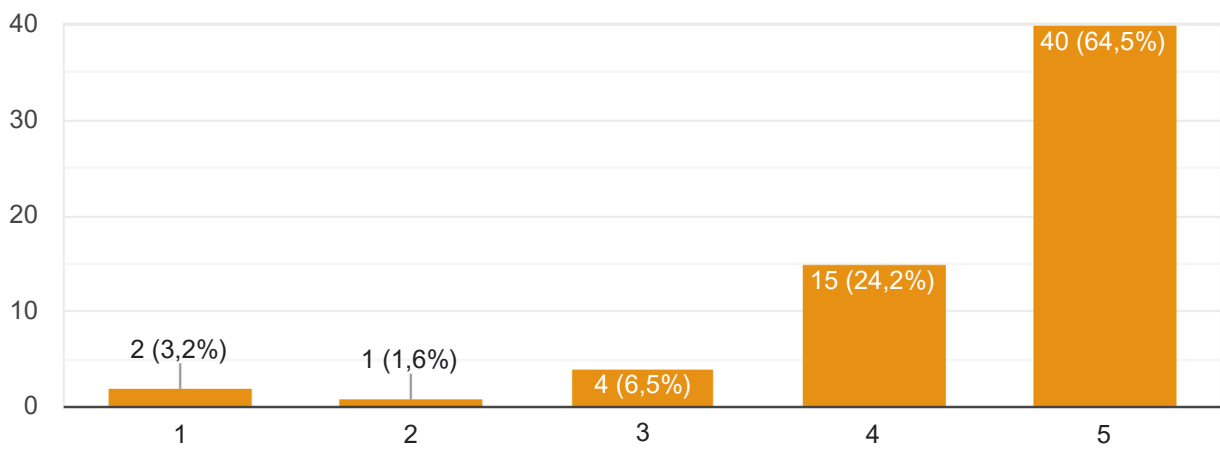
62 válasz



4. Egyetlen országnak vagy népcsoportnak sem szabadna uralkodnia másokon és kizsákmányolnia másokat a világban.

[Másolás](#)

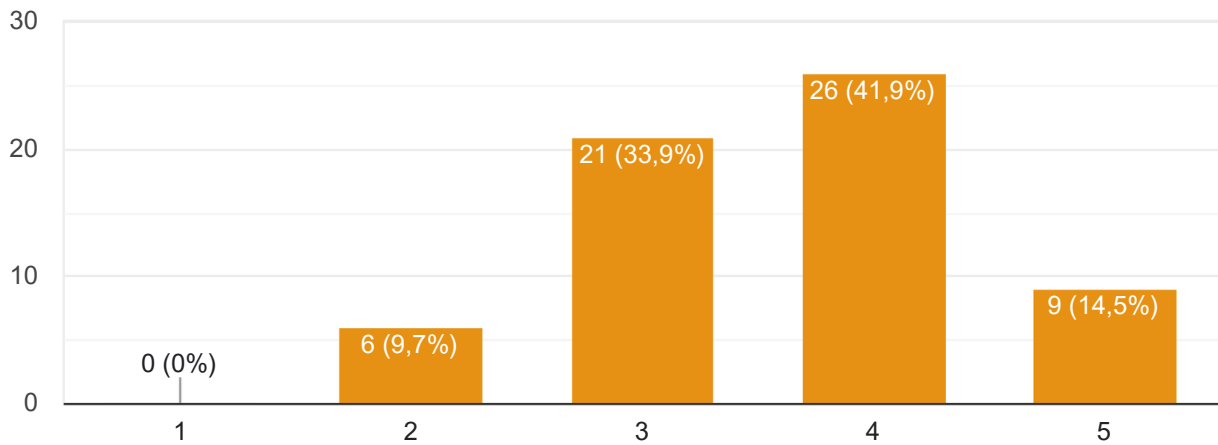
62 válasz



5. A világ legtörékenyebb helyzetben lévő embereinek szükségletei sürgetőbbek, mint az enyémekek.

 Másolás

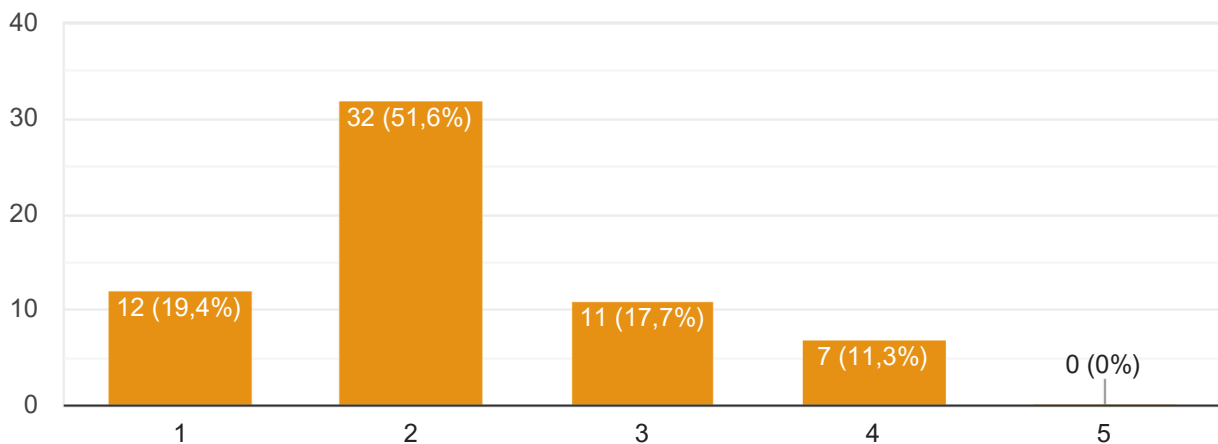
62 válasz



6. Úgy gondolom, hogy a világon sokan azért szegények, mert nem dolgoznak elég keményen.

 Másolás

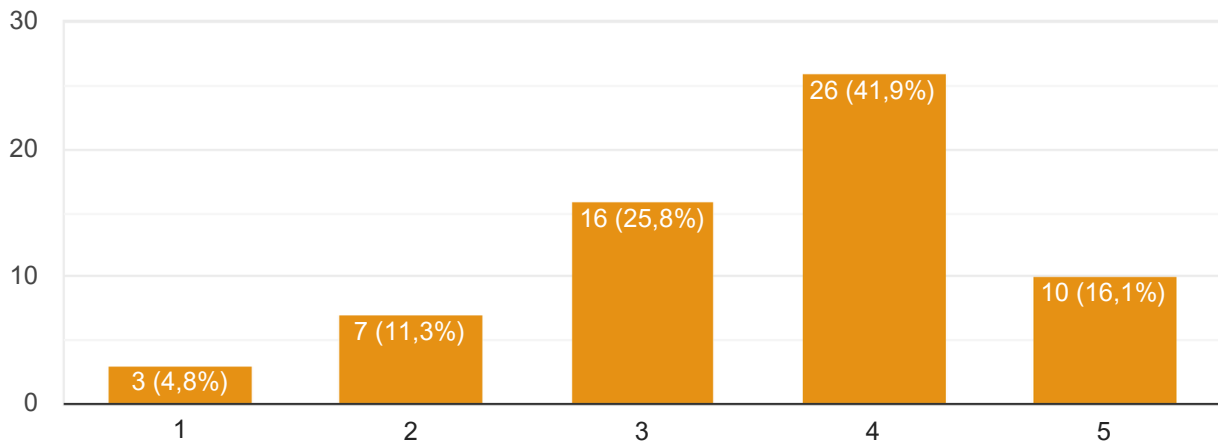
62 válasz



7. A fejlett országoknak kötelességük, hogy a jövedelmeket világszerte a lehető legkiegyenlítettebbé, igazságossá tegyék.

 Másolás

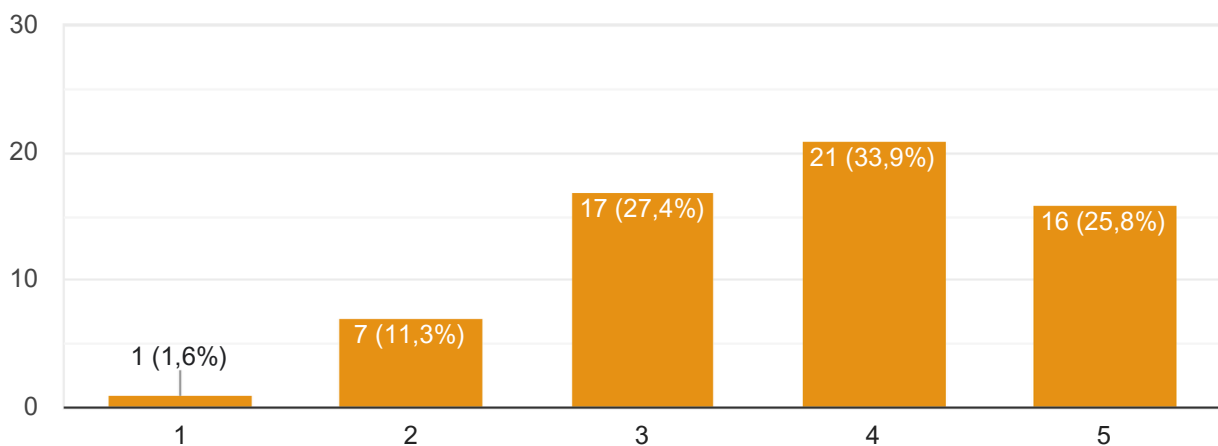
62 válasz



8. Nem érzem magam felelősnek a világ igazságtalanságaiért és problémáiért.

 Másolás

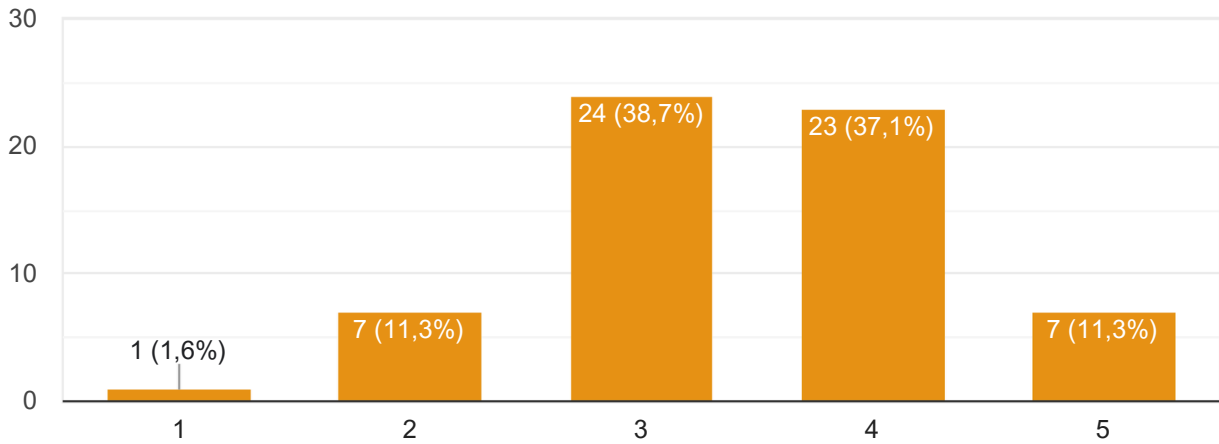
62 válasz



9. A gondolkodásmódomnak része, hogy visszaadjak a globális társadalomnak.

[Másolás](#)

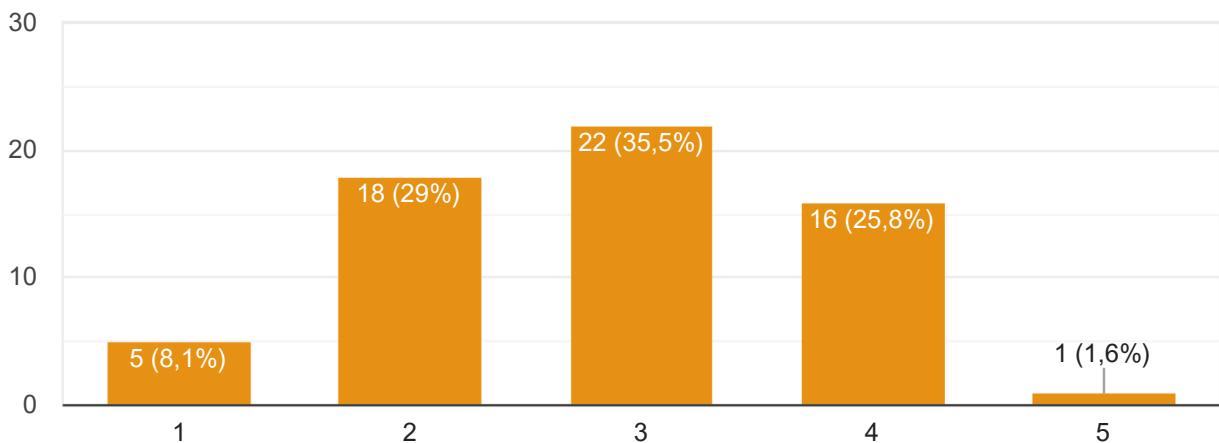
62 válasz



10.Számos módot ismerek arra, hogy hogyan tudnék segíteni a világ néhány legaggasztóbb problémáján.

[Másolás](#)

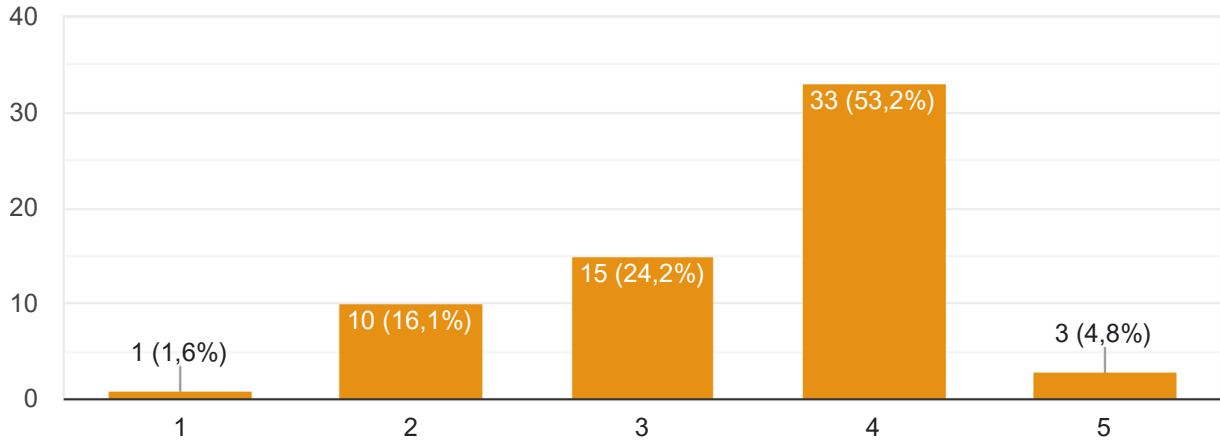
62 válasz



11. Képes vagyok arra, hogy másokat is meggyőzzek az engem aggasztó/érintő globális kihívások fontosságáról.

 Másolás

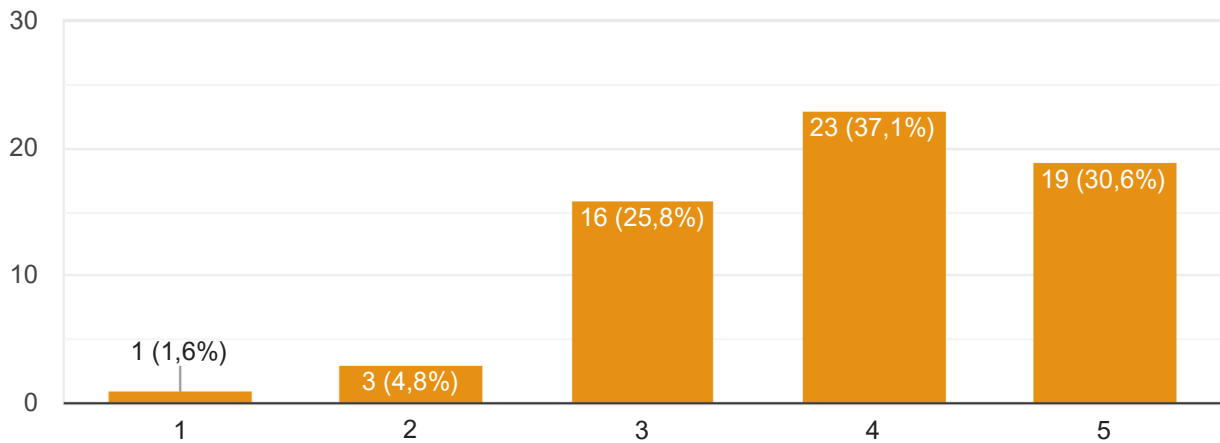
62 válasz



12. Örömmel dolgozom együtt olyan emberekkel, akiknek más kulturális értékrendje van, mint nekem.

 Másolás

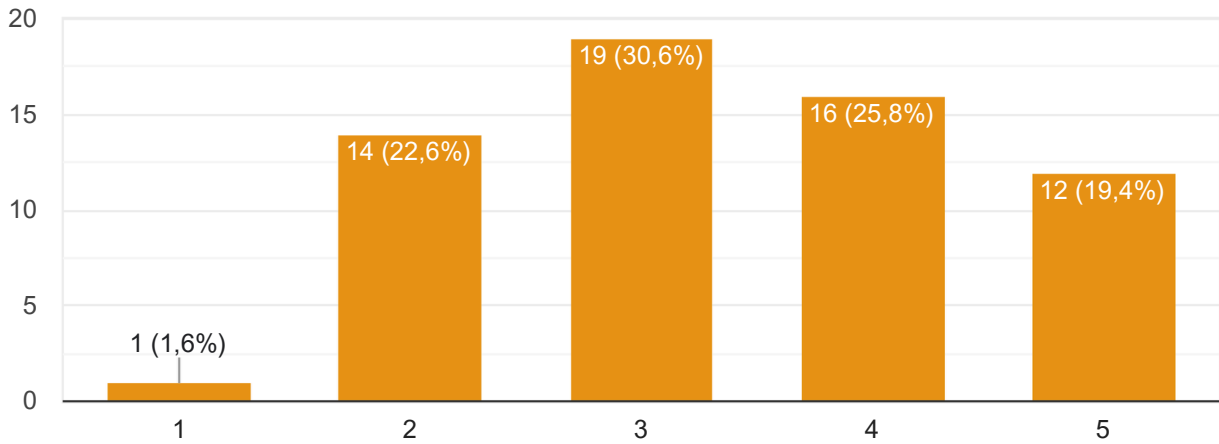
62 válasz



13. Tájékozott vagyok a nemzetközi kapcsolatokat érintő aktuális kérdésekben.

[Másolás](#)

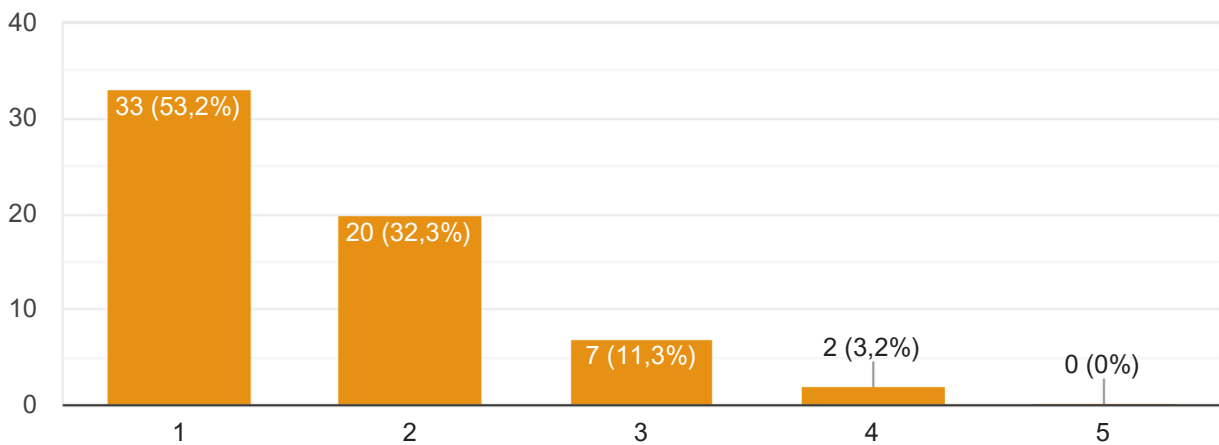
62 válasz



14. A következő 6 hónap során önkéntes munkát tervezek végezni, hogy segítsék a külföldön élő egyéneknek és közösségeknek.

[Másolás](#)

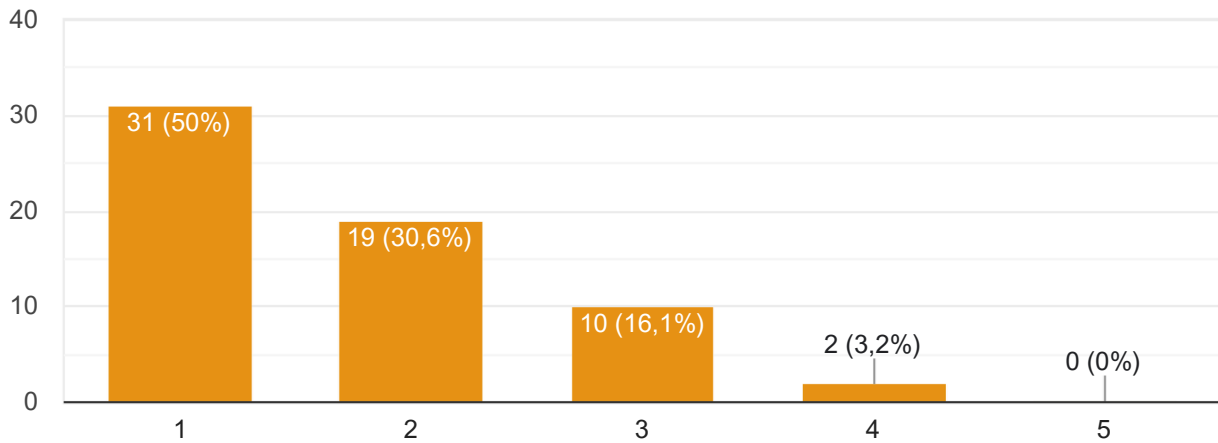
62 válasz



15. A következő 6 hónap során önkéntesen fel fogom ajánlani az időmet, hogy külföldön élő egyének vagy közösségek megsegítésén dolgozzak.

 Másolás

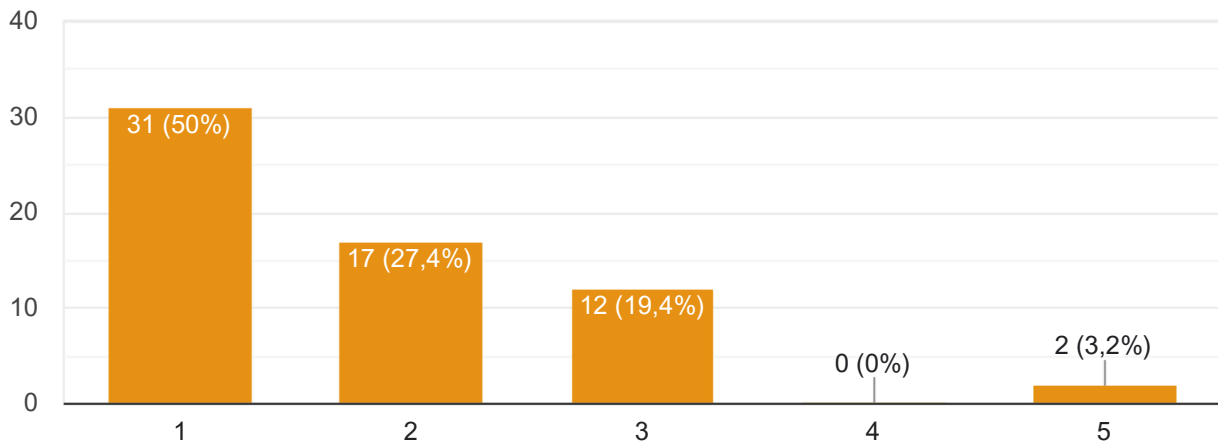
62 válasz



16. A következő 6 hónap során tervezem, hogy csatlakozom egy globális humanitárius szervezet vagy projekt munkájához.

 Másolás

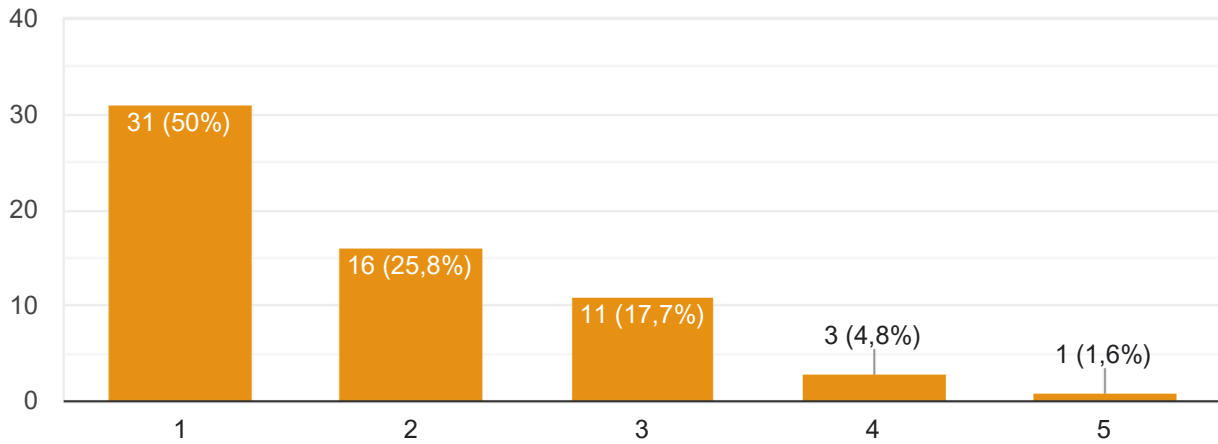
62 válasz



17. A következő 6 hónap során azt tervezem, hogy segítek a nehéz helyzetben lévő, külföldi származású embereknek.

 Másolás

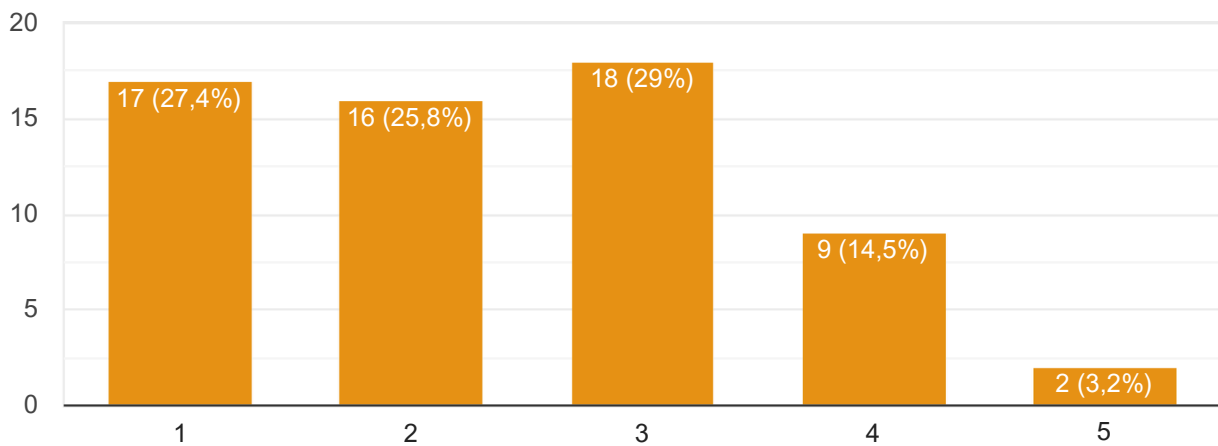
62 válasz



18. A következő 6 hónap során részt vennék egy olyan programban, amely globális problémákkal foglalkozik, mint például a környezeti válság, az éhezés vagy a szegénység stb.

 Másolás

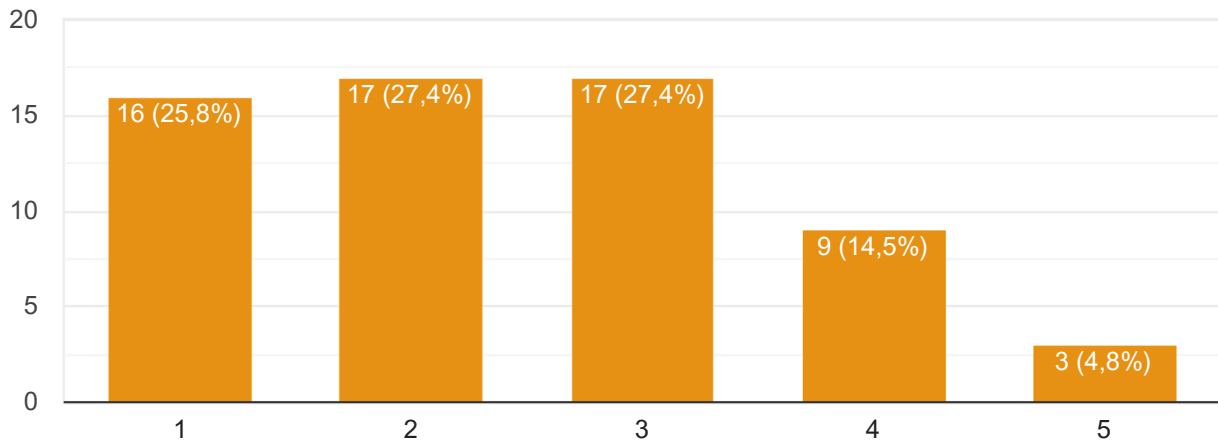
62 válasz



19. A következő 6 hónap során informálisan (laza összeköttetésben) dolgoznék egy csoporttal egy globális humanitárius probléma megoldásán.

 Másolás

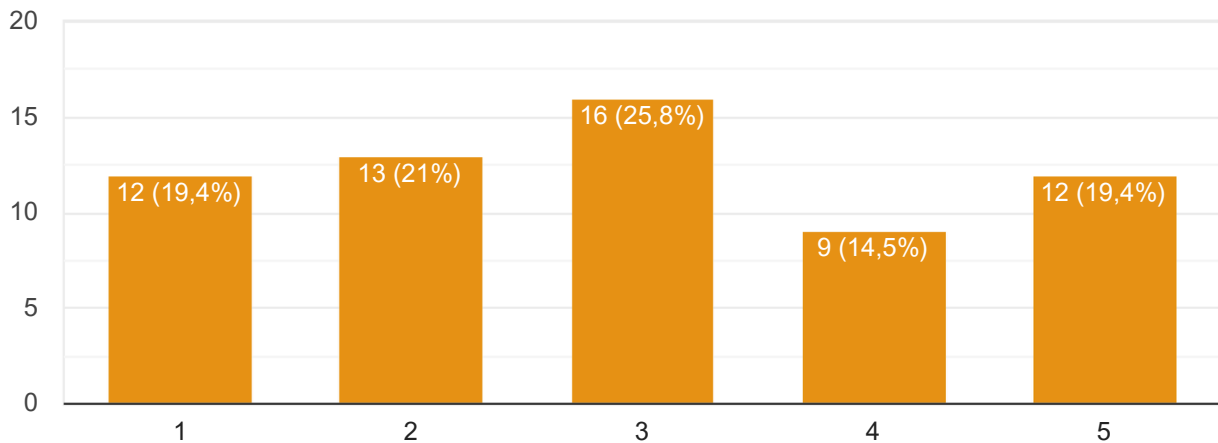
62 válasz



20. A következő 6 hónap során aláírnék egy e-mail vagy írásos petíciót, amely külföldön élő egyének vagy közösségek megsegítését célozza.

 Másolás

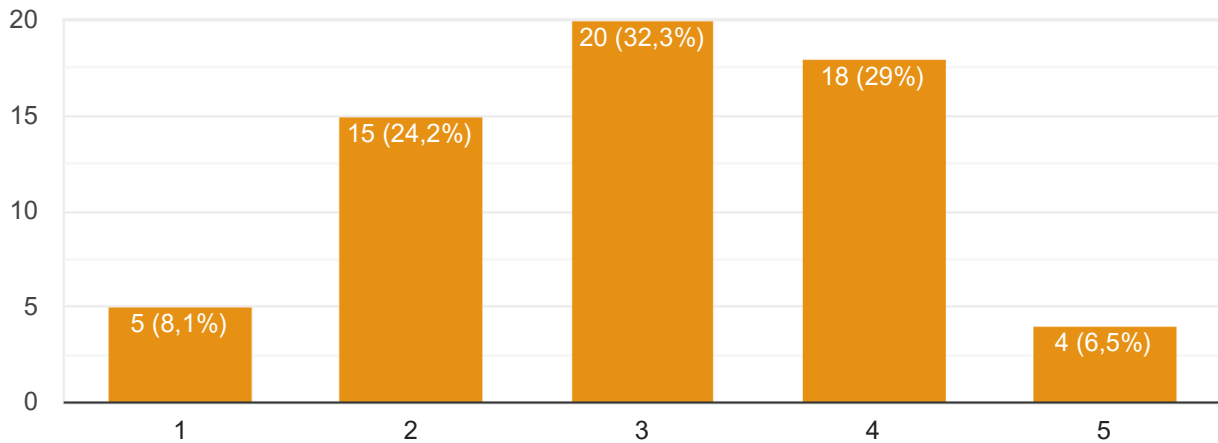
62 válasz



21. Ha csak lehet, mindig tisztességes kereskedelemről (fair-trade) származó vagy helyben termesztett termékeket és márkákat vásárolok.

 Másolás

62 válasz



Ezt a tartalmat nem a Google hozta létre, és nem is hagyta azt jóvá. - [A kapcsolatfelvételi űrlap tulajdonosa](#) - [Felhasználási feltételek](#) - [Adatvédelmi irányelvek](#)

Gyanúsak tűnik ez az űrlap? [Jelentés](#)

Google Űrlapok



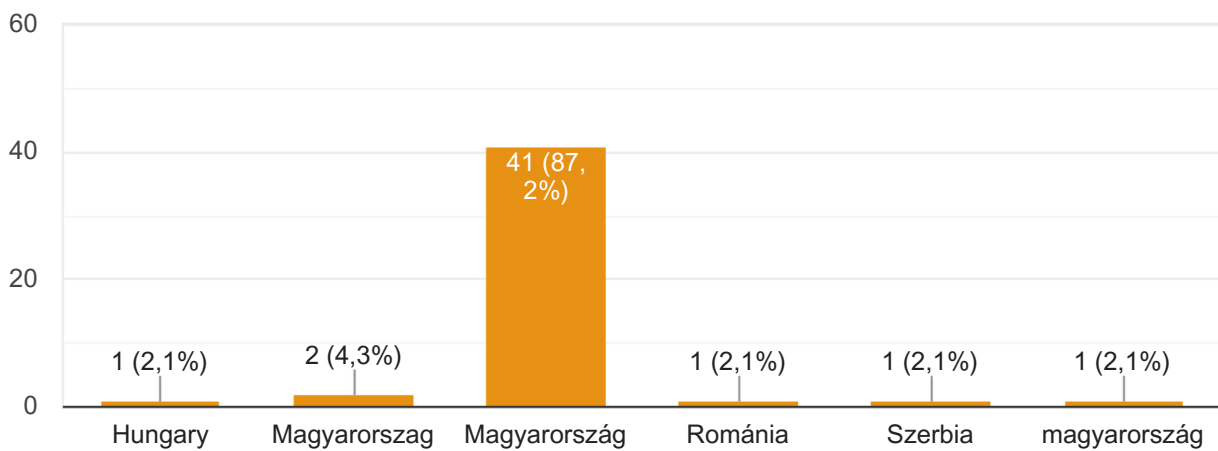
Játék utáni kérdőív

47 válasz

Születési ország

 Másolás

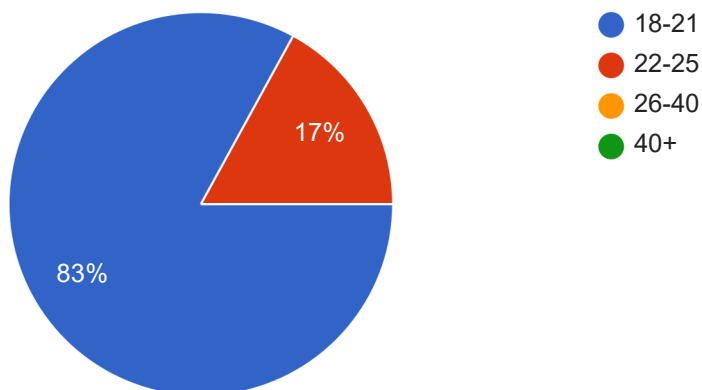
47 válasz



Életkor

 Másolás

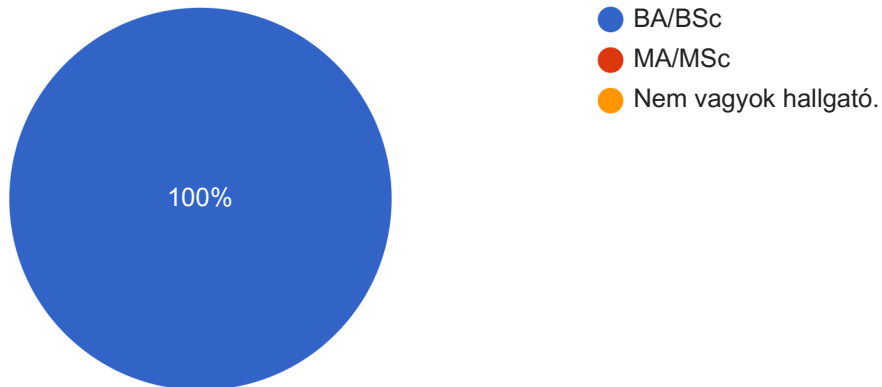
47 válasz



Milyen képzési szintre vagy jelenleg beiratkozva?

 Másolás

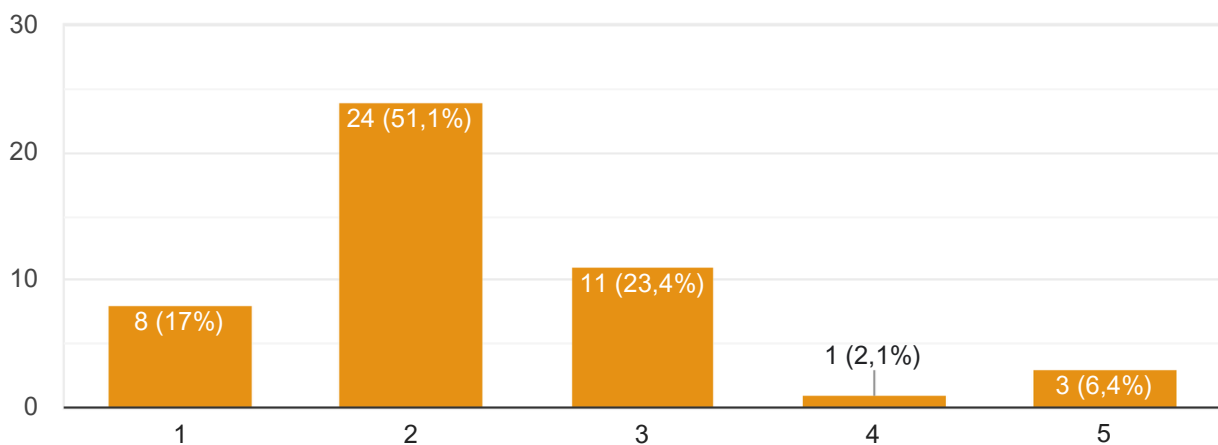
47 válasz



1. Úgy gondolom, hogy a világon a legtöbb ember azt kapja, ami jár neki.

 Másolás

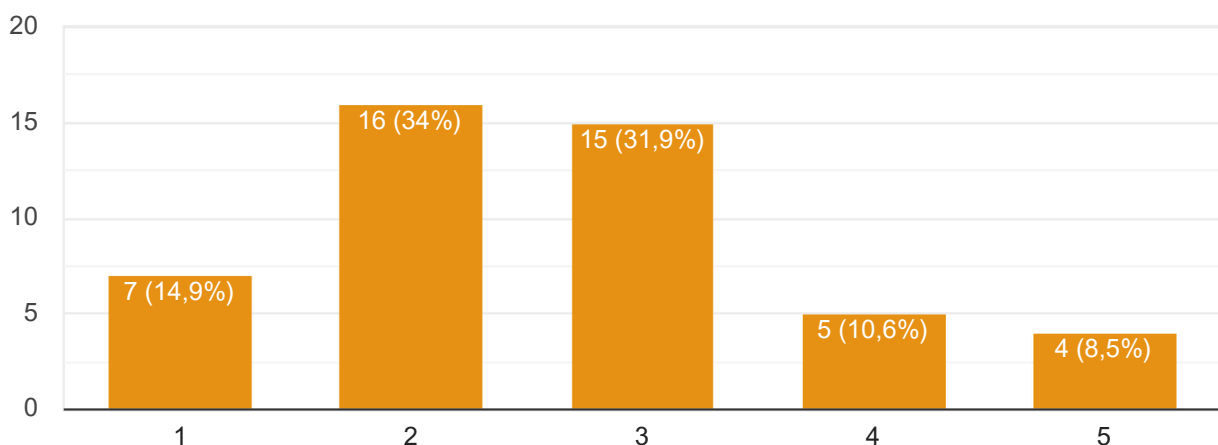
47 válasz



2. Nem baj, ha egyes embereknek a világon több lehetőségük van, mint másoknak.

 Másolás

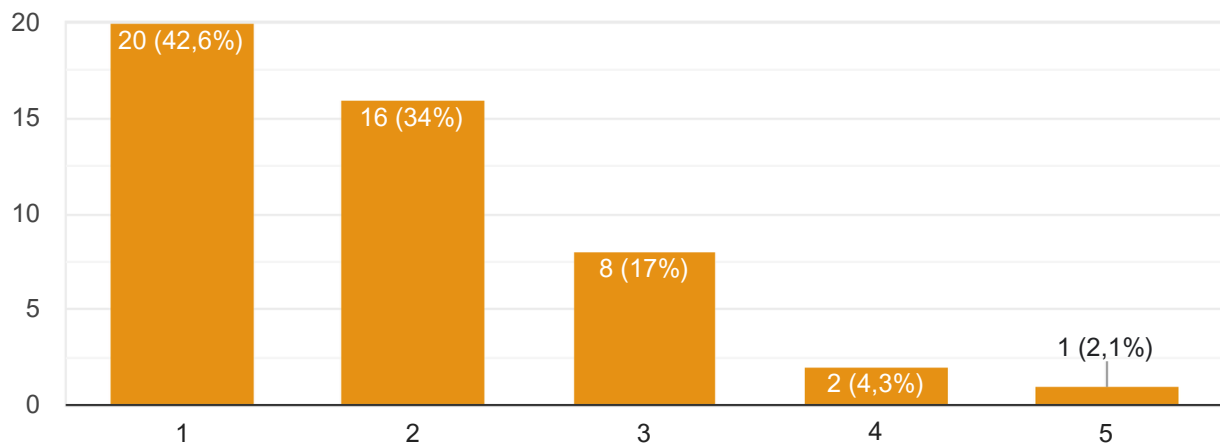
47 válasz



3. A világ általában egy igazságos hely.

[Másolás](#)

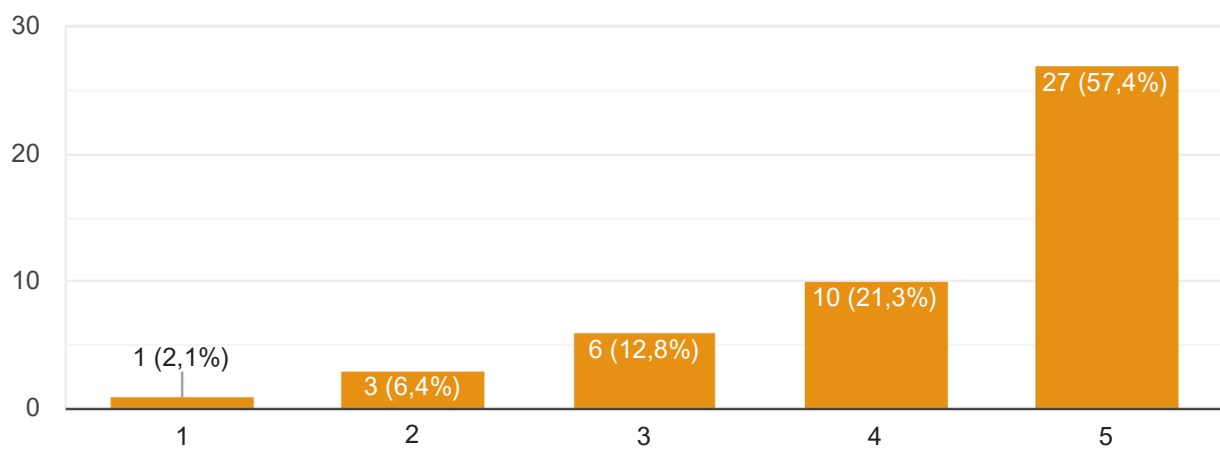
47 válasz



4. Egyetlen országnak vagy népcsoportnak sem szabadna uralkodnia másokon és kizsákmányolnia másokat a világban.

[Másolás](#)

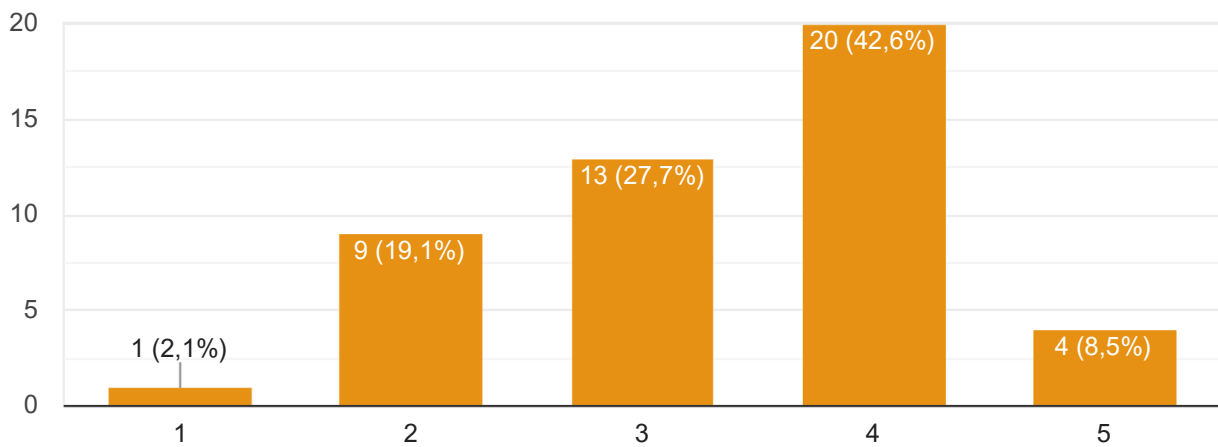
47 válasz



5. A világ legtörékenyebb helyzetben lévő embereinek szükségletei sürgetőbbek, mint az enyémeik.

 Másolás

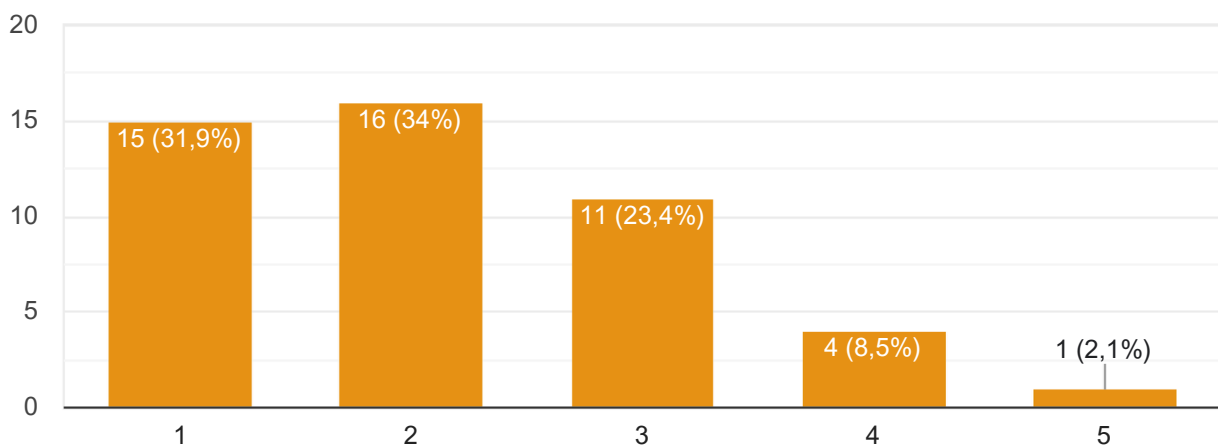
47 válasz



6. Úgy gondolom, hogy a világon sokan azért szegények, mert nem dolgoznak elég keményen.

 Másolás

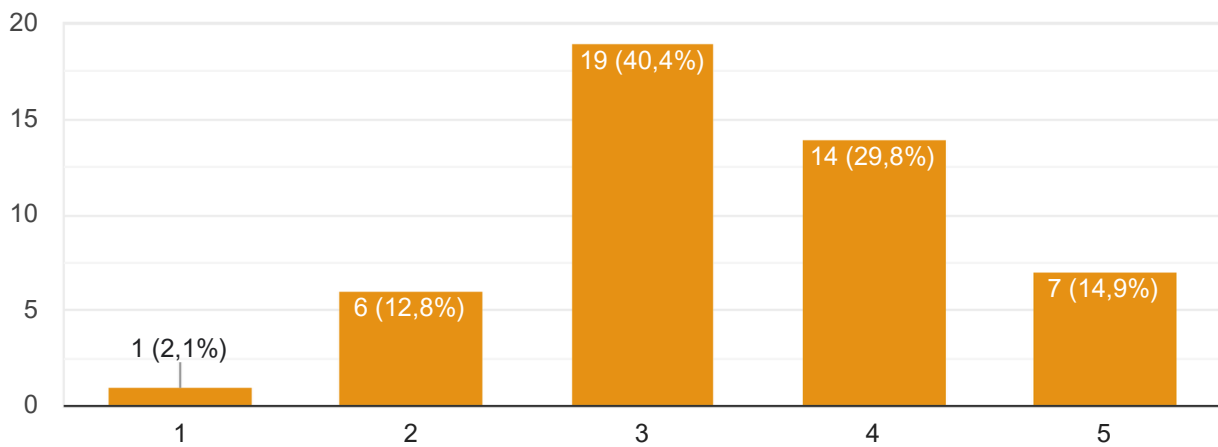
47 válasz



7. A fejlett országoknak kötelességük, hogy a jövedelmeket világszerte a lehető legkiegyenlítettebbé, igazságossá tegyék.

 Másolás

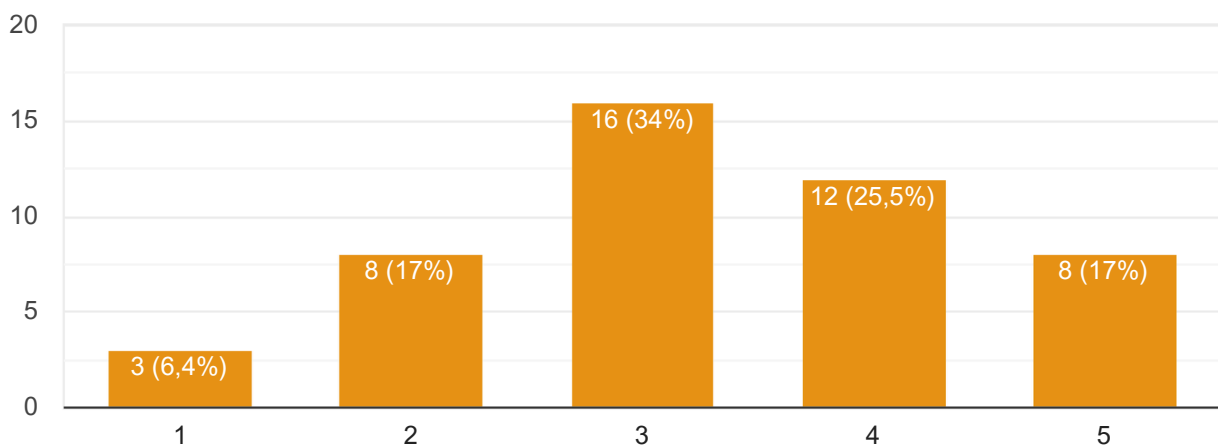
47 válasz



8. Nem érzem magam felelősnek a világ igazságtalanságaiért és problémáiért.

 Másolás

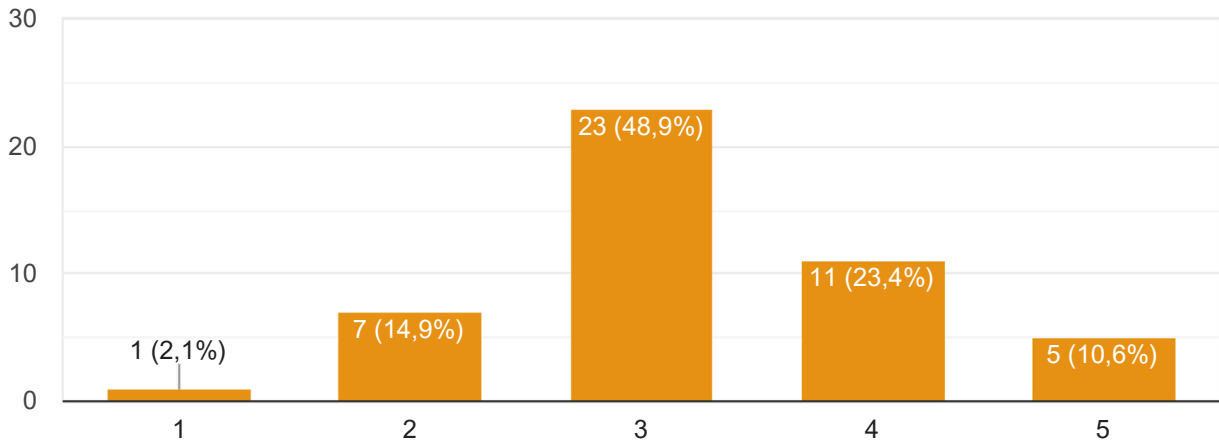
47 válasz



9. A gondolkodásmódomnak része, hogy visszaadjak a globális társadalomnak.

[Másolás](#)

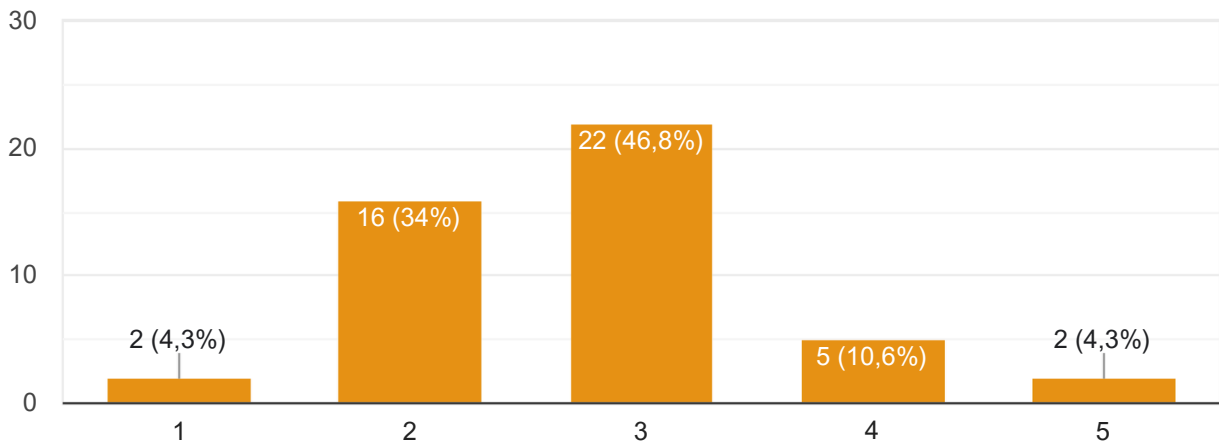
47 válasz



10. Számos módot ismerek arra, hogy hogyan tudnék segíteni a világ néhány legaggasztóbb problémáján.

[Másolás](#)

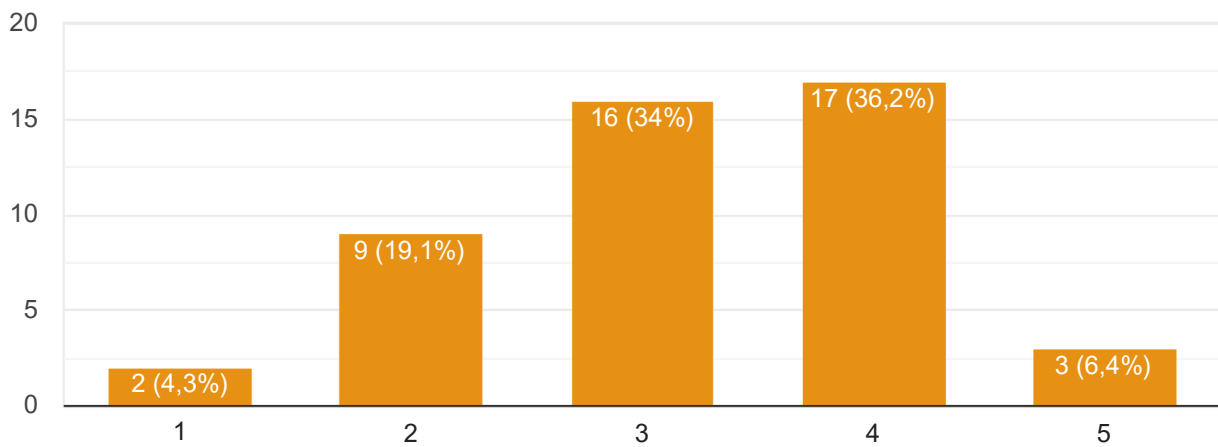
47 válasz



11. Képes vagyok arra, hogy másokat is meggyőzzek az engem aggasztó/érintő globális kihívások fontosságáról.

 Másolás

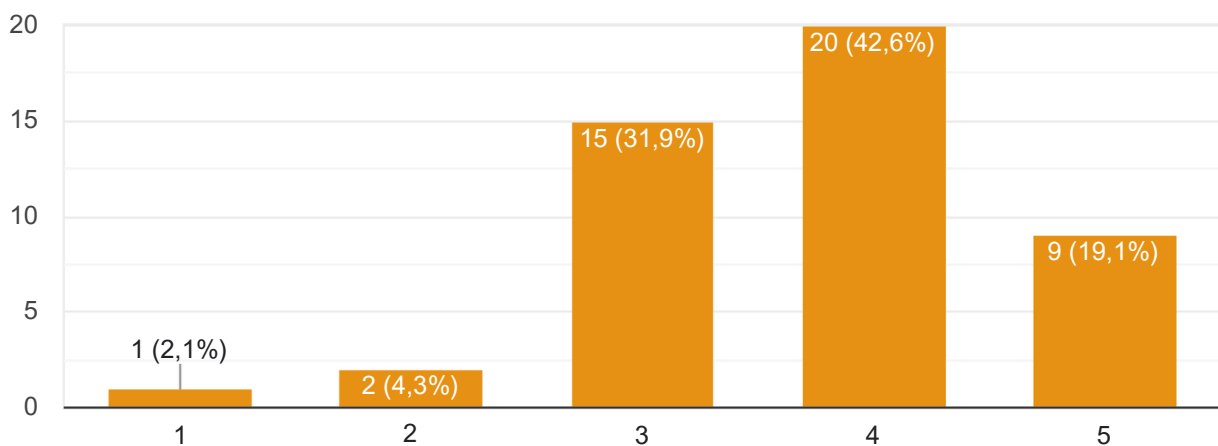
47 válasz



12. Örömmel dolgozom együtt olyan emberekkel, akiknek más kulturális értékrendje van, mint nekem.

 Másolás

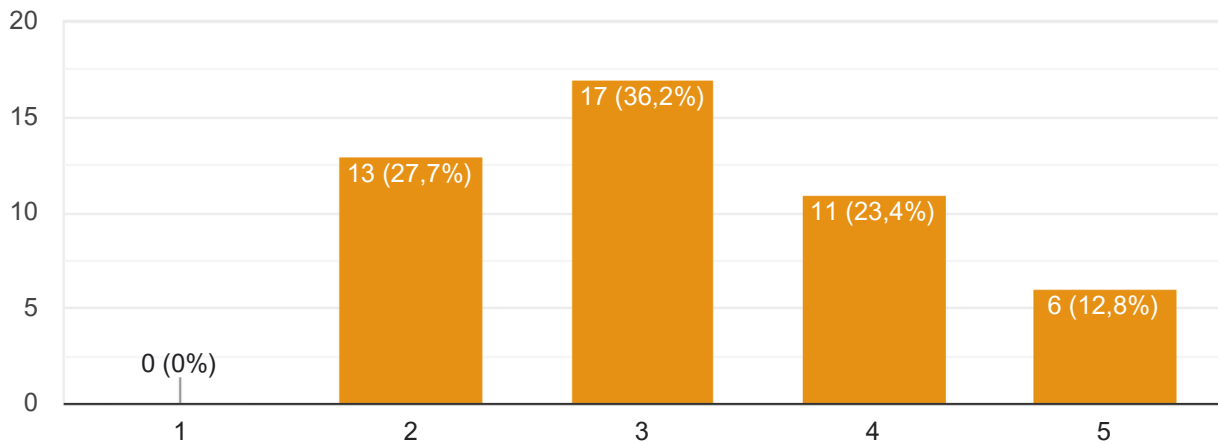
47 válasz



13. Tájékozott vagyok a nemzetközi kapcsolatokat érintő aktuális kérdésekben.

 Másolás

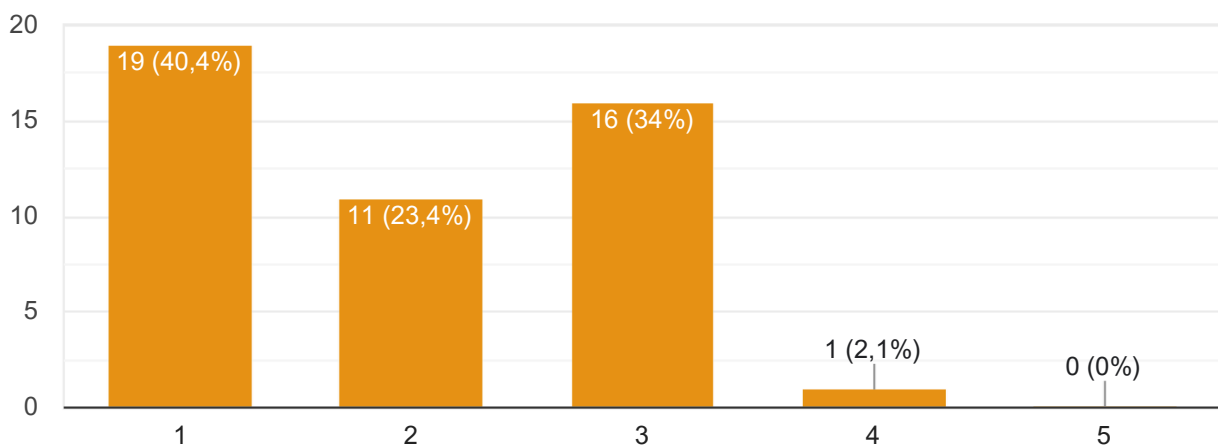
47 válasz



14. A következő 6 hónap során önkéntes munkát tervezek végezni, hogy segítsek a külföldön élő egyéneknek és közösségeknek.

 Másolás

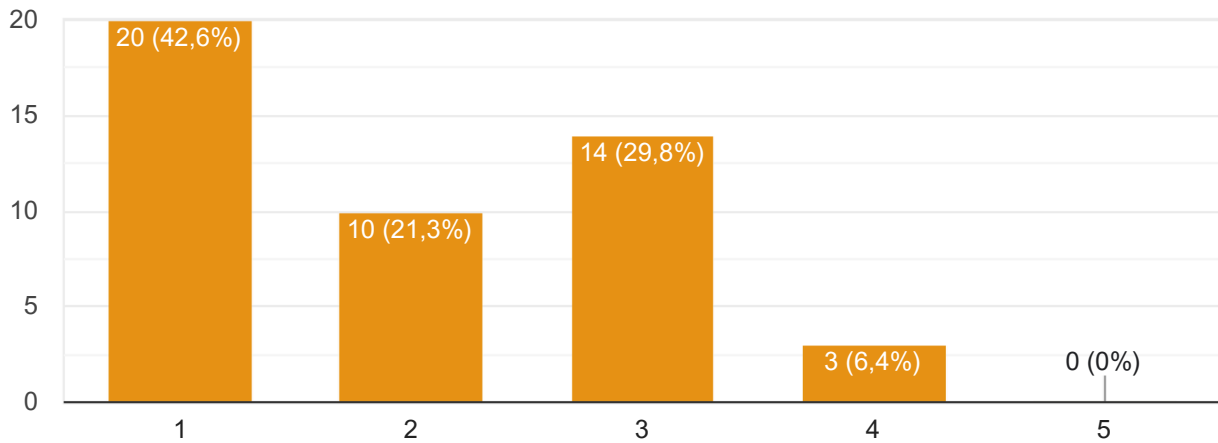
47 válasz



15. A következő 6 hónap során önkéntesen fel fogom ajánlani az időmet, hogy külföldön élő egyének vagy közösségek megsegítésén dolgozzak.

 Másolás

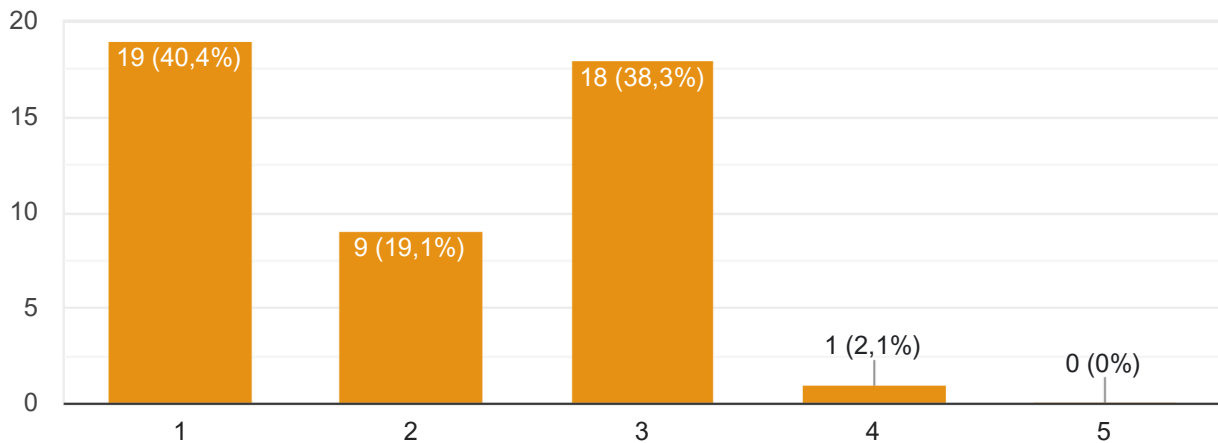
47 válasz



16. A következő 6 hónap során tervezem, hogy csatlakozom egy globális humanitárius szervezet vagy projekt munkájához.

 Másolás

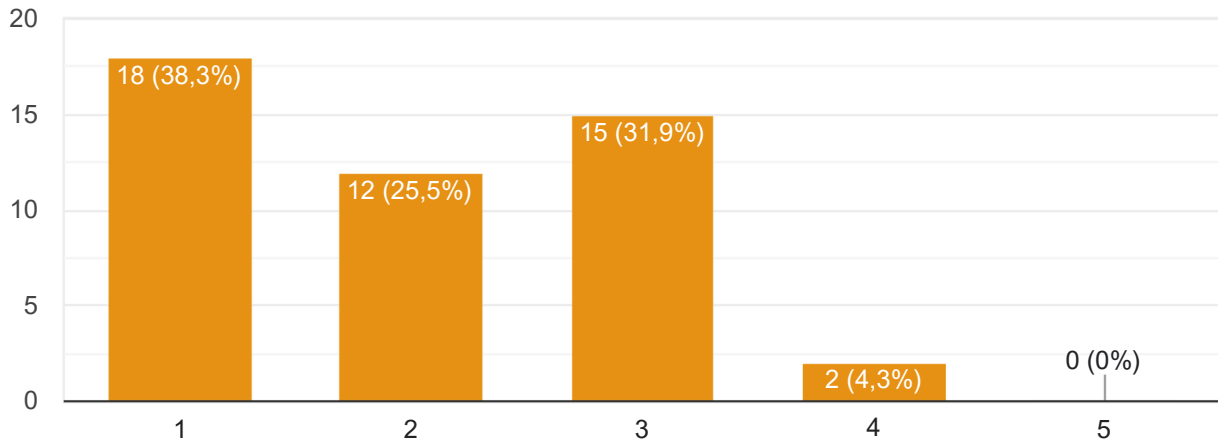
47 válasz



17. A következő 6 hónap során azt tervezem, hogy segítek a nehéz helyzetben lévő, külföldi származású embereknek.

 Másolás

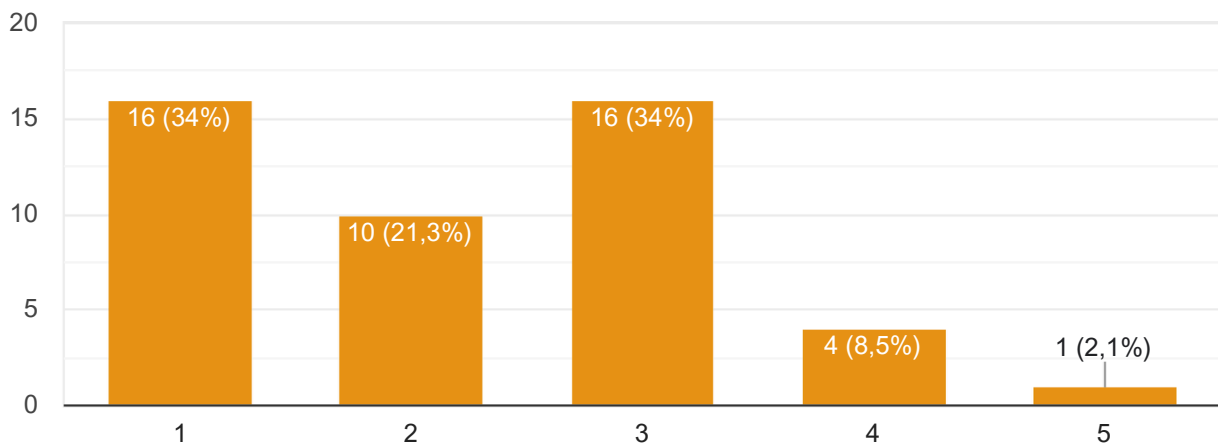
47 válasz



18. A következő 6 hónap során részt vennék egy olyan programban, amely globális problémákkal foglalkozik, mint például a környezeti válság, az éhezés vagy a szegénység stb.

 Másolás

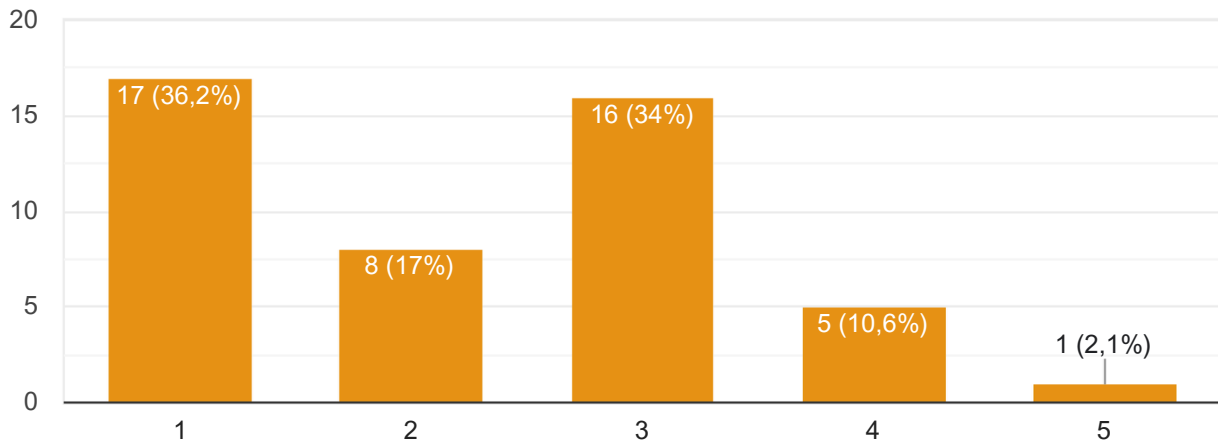
47 válasz



19. A következő 6 hónap során informálisan (laza összeköttetésben) dolgoznék egy csoporttal egy globális humanitárius probléma megoldásán.

 Másolás

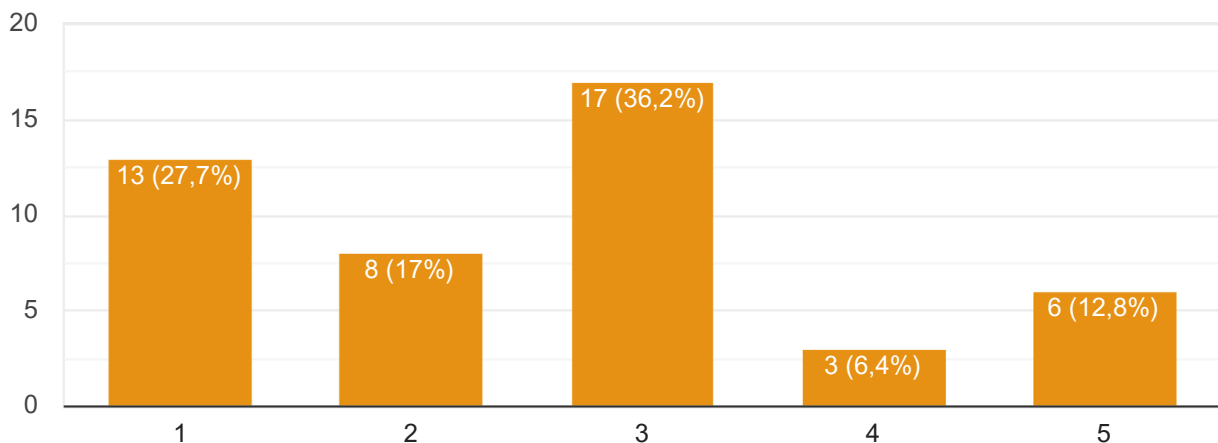
47 válasz



20. A következő 6 hónap során aláírnék egy e-mail vagy írásos petíciót, amely külföldön élő egyének vagy közösségek megsegítését célozza.

 Másolás

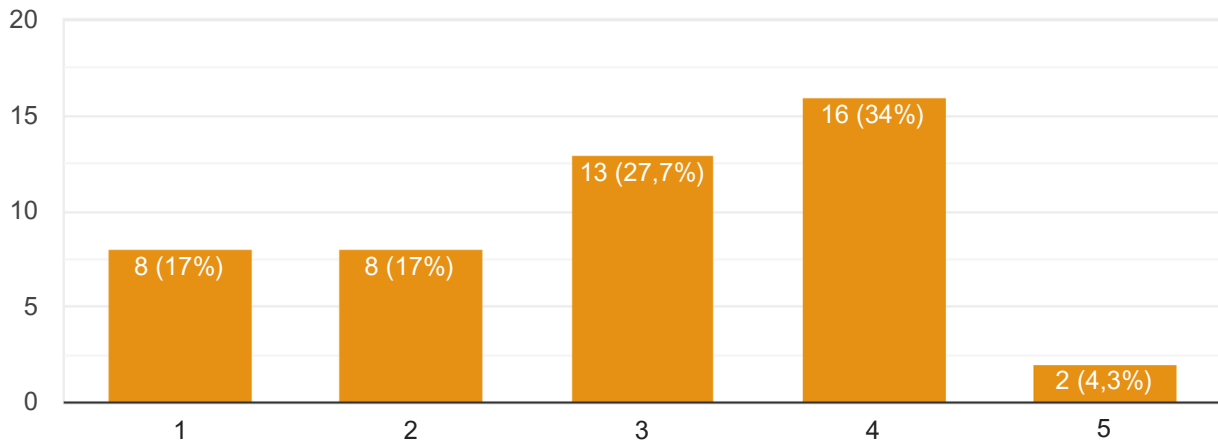
47 válasz



21. Ha csak lehet, mindig tisztességes kereskedelemről (fair-trade) származó vagy helyben termesztett termékeket és márkákat vásárolok.

 Másolás

47 válasz



Ezt a tartalmat nem a Google hozta létre, és nem is hagyta azt jóvá. - [A kapcsolatfelvételi űrlap tulajdonosa](#) - [Felhasználási feltételek](#) - [Adatvédelmi irányelvek](#)

Gyanúsnak tűnik ez az űrlap? [Jelentés](#)

Google Űrlapok