**Nimi/Name:** Global skills needed in the world of work, today and in the future

**Kesto/Lenght:** 45:52

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| **Litteroija/ Transcribe:** Emilia Reponen, Humak *(note: The transcriber is not a professional transcriber or a native English speaker, so the transcript may contain small errors.)***Puhujat/Speakers:** Kim Lindblad, **Gyan Dookie**, Kati Lakner, Pauliina Parhiala**Muut merkinnät:** (-) Poistettu sanan toisto tai äännähdys / Removed word repetition or sound (--) Poistettu useampi sanan toisto / Removed several repetitions of the word [hakasulkeet] Litteroijan kommentti / transcriber's comment

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| Intro [00:00:03]: Tämäkin ohjelma on Suomen podcast-median tuotantoa. Kuuntelet Laumapodia, jossa kysymme, miten rakennetaan kaikille toimiva yhteiskunta, ja jossa pääsemme näköalapaikalle tulevaisuuteen. Podcast on Humanistisen ammattikorkeakoulun tuottama 25-vuotisjuhlapodi, jossa 25 jakson verran pohditaan, mitä tarvitaan yhteisöllisyyden vahvistamiseksi, osallisuuden kasvattamiseksi, saavutettavamman yhteiskunnan tai kestävämmän maailman rakentamiseksi. Millaisia ratkaisuja pienellä korkeakoululla on pirullisiin ongelmiin? Laumapodi – näköalapaikalla tulevaisuuteen. |

Kim Lindblad [00:00:58]: In this episode, we will discuss the need of global skills. in the world of work today and in the future. My name is Kim Lindblad and I work as Manager of International Affairs at Human University of Applied Sciences, and I will be hosting this discussions together with my three guests in the studio. With me, I have three guests representing some of the fields in which Humak offer education, and all our guests have experience in what it means to work in an international environment and what skills you need to possess in the world of work today. Also, in general. And I think the best way to start is by letting our guests themselves introduce themselves. And we could start with Pauliina.

Pauliina Parhiala [00:01:49]:: So my name Pauliina Parhiala. I'm currently working as the executive director of FELM, which is Finnish Evangelical Lutheran Mission. For the last 20 plus years, I have been working as a humanitarian professional, mainly in international contexts, among others in East Africa and in the Middle East. I have worked with national and international organizations. I am actually a teacher by training and also a pastor of the Evangelical Lutheran Church of Finland. I'm a mother of two teenagers and in my early 50s.

Kim [00:02:26]: Thank you. And then we have Kati.

Kati Lakner [00:02:29]: Yes. Hi. My name is Kati Lakner. This is my sign name. You won't be able to hear this, but this is my sign name. It's very important in the culture that I work in. I'm a sign language interpreter. I work between Finnish Sign Language, Finnish and English as working languages.I could also say that I'm white, middle aged mother. I'm bicultural, but monolingual. Well, maybe multilingual, but by origin I'm monolingual. I have Finnish and Hungarian roots. So I'm a true FinHungarian. And I'm also an academically trained interpreter. Three times, actually. And I'm also an employee, but a founding member of Via Sign Language Sector Cooperative and I'm also a student at the moment.

Kim [00:03:18]: Thank you. And then Gyan.

Gyan Dookie [00:03:20]: Yes. My name is Gyan Dookie. I'm a lecturer in Humak and I (-) have taught communication studies, service design, networking, change management, innovations and so on. And I also supervise bachelor's and master's degree thesis. I have been in the educational sector for many, many years in the upper secondary, (-) vocational branch and adult education and (-) training and also in the university. And my background is I have a master's degree. My main subject was (-) comparative literature from Helsinki University and from Tampere University I have a master's degree also in media studies. Right now, I'm trying to work on my PhD concerning AI, social media sites and publics, but I'm so into teaching so I don't [laughing] maybe have all the time for my PhD study.

Kim [00:04:27]: Thank you Gyan. As a background for our discussion today, I have taken a look at (-) the web pages of (-) the Finnish National Agency of Education, as well as (-) Ministry of Economic Affairs and Employment. And I found out that Director General Minna Kelhä at the Finnish National Agency for education writes in her blog that based on a recently published report, the need for global skills is increasing in all sectors in Finland and no field makes an exception. Finland is already a diverse and international country today. Also, the Ministry of Economic Affairs and Employment of Finland wants to draw everybody's attention to the fact that immigration of skilled labor plays a crucial role in ensuring growth in business and other organizations, which in turn will help attractive investments to Finland. This again will create new job opportunities. And based on this, uh, it is, uh, quite evident in my opinion that global skills are very much needed, (-) already today, but especially in the future if we speak about world

of work and gender. Generally speaking, if we speak about global skills, we refer to a wide range of skills (-) communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, and digital literacy. How about you, Gyan? How do you look at the needs of global skills in the world of work today? And how should we prepare our students (-) with these skills?

Gyan [00:06:37]: (--) This skill set is not maybe nothing new. I think always these skills have been needed. When you communicate and interact with people. But maybe now, at the current moment, the world is changing faster and faster and like the Finnish society is getting more diverse and multicultural. So, we have to be able to communicate with people from different backgrounds. And when I said that Finnish society is getting more diverse, it's also more diverse if you think about aging. And then we also want to bring into the society people with special needs so they will feel part of the society. So, it's in so many ways we need these kinds of global skills. Actually, right now I'm (-) a city council reserve member in Espoo city council and also in Länsi-Uudenmaa county council. And from the city council membership I'm also a member in Dynamic Espoo program steering group, and it's a program of Espoo city officeholders and other experts and and council members. And we have four goals. And number one goal is that Espoo will be the best place for, you know, foreign skilled workers. One of the main goals is that we have we try to make them feel home at Espoo, so we will get this skilled workforce in Finland and have a bit of revenues for companies as well. And this is a very current problem. And how do we prepare students for that? That's not maybe an easy question, but I think that (-) we have to develop students communicative and (-) interaction skills and in Humak we have a lot of group works, group assignments. And we encourage students to bring out their thoughts and discuss. They don't have (--) all the time have the same view, but somehow come to a conclusion that will be take the thing forward. So I think (-) communication, respect for different peoples and also tell your views, but also listen to other views

and watch and (--) try to see the person you are interacting with that. So in a way, empathy is very important in today's society also. And of course, research shows that (-) groups and teams with diversity, they come up with better solutions because there's more knowledge and more angles to different kind of problems. But also, of course, you have to come to a solution. So it's not like just talking forever and around a subject.

Kim [00:09:55]: Thank you. And perhaps (-) what I paid (-) attention to (-) is the fact that you also mentioned about working with in the public sector, where we also need to pay attention to the fact that we have more need to attract more (-) diverse groups when it comes to citizens (-) including then people with foreign background, (-) and, and that can only enrich our societies. And perhaps sometimes it's easy to (-) think that (-) perhaps the (-) global skills are more needed in the business world. (-) But it is actually present in our society today, which perhaps then if I would (-) continue with Kati, if you also speak about working as an interpreter, how do you feel that the global skills or the need for global skills can be seen there? And for somebody perhaps thinking about especially working (-) as an interpreter of (-) Finnish Sign Language. It's easy to think that why would one need global skills in such a position?

Kati [00:11:08]: Well, maybe so if you're not familiar with the communities that we work with, but working with the deaf community, the Finnish deaf community is also very very well internationally connected and networked. (-) Also, with the communication technology in place, uh, there's a continuous global flux of cultural and linguistic influences that affect the deaf community in Finland. So as the deaf community is already very well internationally connected, that naturally means that us interpreters need to be aware of that and need to be also internationally connected. So I think global skills are crucial to our profession and not only to perform in the job, but to develop as a profession. And also another aspect of (-) international influences within the deaf community today is, of course, immigration. We have a growing body of immigrant deaf people from maybe Global South. So the skills that we need are not limited to those in the Western countries, but also truly global skills. So we need to be fully aware of (-) influences and linguistic differences and similarities across the whole globe, I think. And as (-) a sign language interpreter and as a sort of a continuous student myself, I see that the need to reach out outside of Finland is also very much needed because, uh, most of the academic research and critical thinking within interpreting studies, and especially sign language interpreting studies is carried out outside of Finland. So it's extremely important to reach out to our global colleagues and also network within our profession to support each other, to support colleagues in countries that are not that don't have such developed service systems as we do in Finland, to help them and support them in establishing their own organizations and developing services in their own countries.

Kim [00:13:19]: Many new perspectives and interesting thoughts. How about Pauliina? (-) within (-) the third sector, where your long experience lies, can you see the change in need of global skills in the NGO sector or the third sector (-) during the last decades, perhaps?

Pauliina [00:13:45]: First of all, I think that this list of skills is very important. And (-) and actually, it's very difficult to see that (-) none of them would be needed any longer, but (-) maybe time has shaped a bit (--) what this would actually mean? I'm thinking, for example, this issue of emotional self-regulation and well-being, I mean, even though the (-) emotional skills, kind of self-awareness, (-) continues to be very important. I'm thinking that this time, which we are living through is sort of putting a lot of emphasis on the need for what I would call kind of like construction of self. You know, the postmodern human being (-) needs to do a bit of identity work, and perhaps this is even overemphasized in our time. But I think it also means that, you know, businesses, organizations, communities, they also need to do this kind of identity work to understand whom they are in this world. What is their unique contribution at a given time. And so a skill for a professional is also to enable their working community or their business or their (-) institution (-) to actually go through that kind of process to facilitate the process of kind of self-awareness and self-understanding. (-) I think that has become increasingly important. Then perhaps I could take another example from (-) these important skills. The skill of creativity and critical thinking. What comes to my mind is that particularly (-) in the past few years with the global pandemics, with (-) a quick shifts and changes in geopolitical environment, we have seen what we call disruptive developments. Something which sort of like changes the game (-) surprisingly and rapidly, (-) but also radically. And I think (-) it's really important to be able to be adaptive, somehow able to adapt to the contexts and changes (-) and be able to kind of like resume activity often as quickly as possible. I think the pandemic was a good lesson learned (-) for almost the entire (-) world on how to be adaptive to a very big global disruption. But I think on a (-) daily basis, we see kind of like (-) smaller (-) changes and then every now and then kind of like become what I would call almost like paradigmatic disruptions. And (-) I think it has helped us become kind of like important and increasingly important to become kind of like resilient in the midst of these changes and kind of like adaptive in order to be able to then continue the work. (-) when it comes to the issue of (-) intercultural competence - I'm thinking that we are somehow a little bit beyond that. (-) I think there is increasingly calls for diversity and inclusion, and I think that calls for kind of like deeply rooted participatory approaches and capabilities to actually bring that diversity (-) and the call for inclusion to (-) fruit (-) in an institution organization or in a business. So kind of thinking (-) that's sort of like a skill which is somehow beyond sort of being able to kind of like understand (-) various cultures or religions or traditions. It's somehow a more active (-) call for bringing everyone along. (-) And I think we need professionals increasingly, who are able to kind of really strategize for greater diversity and inclusion and (-) are really able to bring everyone on board. And (-) that skill is in high demand at the moment. These are some examples I would like to lift up of the changes I see.

Kim [00:18:02]: Thank you. This (-) also draws my attention to the change in geopolitical situation, not only in Finland but globally. Is there any of you that see that this would actually decrease the needs to work globally or internationally and to turn more towards the national level? And by that means (-) being able to think that perhaps the future is not a global (--) world (-) but a more nationalistic way of doing operations. Is that an option?

Gyan [00:18:50]: Well, if you ask me, I would think that is not an option because we live in a global world. We have global challenges, climate change for example. And this can't be resolved without cooperation and collaboration. And I think it's a very dangerous path to start turning into ourselves and shutting down the borders, because these global challenges as I said, can't be resolved without global collaboration. And I think critical digital literacy is also very important today (-) to kind of (-) understand when we are pushed towards our borders, inside our borders, and with these new AI powered technologies utilized in social media sites and other communication channels. And a very important skill is to be able to assess the truth value of what we see, read and hear online. The more effective the media technologies have developed, the more powerful are the ability to manipulate masses. And we have to not only look at some other players that they are trying to make false narratives, but also be critical of our own narratives.

Kati [00:20:15]: I think it's (-) extremely important to not to contradict global and local. Because (-) as we see all the global challenges today need to be solved both locally and globally. And also (-) thinking about policies and (-) the whole humankind. I mean, it's really important, even though we look at our national interests, to remember that we are humans on both sides of the borders. And when we close (-) the borders, we really have to be careful in thinking and understanding that we're not closing our minds from the people on the other side of the border. And to remember that actually we are we are in dire need of (-) working together. And when it comes to learning languages, for example, in my field, I find it very sad if (-) the political events and political turns (-) turn us people against our cultures, against certain cultures, for example, the decrease (-) of number of people, students studying Russian language is just alerting. And the way that we turn against that culture. And that's really something that we should be looking critically.

(-) It's not the culture itself that we're turning against, it's the (-) politics at the moment. But when we look at the whole human history, it's I mean, there's been political turns to left and right and north and south and there's (-) bound to be more turns in future. And we will always need to be in contact with other cultures and other languages and globally, just with everyone.

Pauliina [00:22:01]: I think it's a very good question and somehow, I'm often - especially working in some other continents - I'm often reminded by the fact how young and to some extent in many places, how artificial these constructions like a nation, state or national culture is. (-) They are very young conceptions and identities are always (-- ) born, they are created in some context. And that influences the identity. And I think that this kind of like rise of nationalism, which we see a lot actually at the moment, often linked to things like xenophobia, maybe anti-Semitism, racism. I think (--) in the end, they relate to the question of power, who have who has power and people who resort to some very chauvinist (-) in a way identities. I have noticed that they often they find themselves being somehow threatened by issues like diversity or inclusion of (-) the other to whatever there is. So the question of power is very central. And (-) for example, in my field (-) of business, if you will, we talk a lot about the question of decolonization, that much of the (--) power structures which we today have, for example, in the field of development cooperation. Of course, they are based on this (-) and perpetrate this North-South model (-) of someone who gives the resources and the other who consumes the resources and the power structures, even sometimes, even if they are not meant to be that way, they somehow mirror those old (-) colonial times.

So there is really a need to kind of deal construct the colonial power structures and decolonize, if you will.

And it goes back to the question of who has power. So who makes the decisions, who designs the strategies, who makes the decisions, what role funding plays in all of that. So in a way, I think that (-) there is a big draw to this kind of safe identities now in brackets (-) with which people can deal with this confusing (-) environment where there is a lot of information and, and we don't know which (-) of the information is always very sound (-) and we would need to do ourselves this business as Gyan was talking about, of critical thinking (-) to make sense out of (--) everything which is out there. I think there is also kind of (-) tension between, on one hand, globalization and on the other hand, globalization that some events (-) and phenomena, they are very local. They are sort of taking place in some locality.

But if we think critically, we start to notice a lot of like (-) inter linkages between these local events and global events. And if we are a little bit clever, we don't (-) resort to some safe nationalistic identity, but we stay curious and open (-) and listen to one another. Another point my colleagues here emphasized earlier.

Kim [00:25:23]: Thank you. Perhaps, uh, we could sum this up in the way that it feels like (-) that the general conception (-) within this group is that the conception of (-) a global world is perhaps as a term, just a new term. But actually, we have always been living in a global world where they may not have been borders. (-) Borders are new constructions that force us to think in (-) more local or nationalistic way.

Gyan [00:25:59]: [interrupts Kim]: (-) Well if I may disrupt you, the idea of a national state is only from the 19th or 18th century. So it's (-) a kind of a construction, in a way. [Kati keeps an approving voice in the background]

Kim [00:26:12]: Exactly. Then (-) if you think about this (-) from this perspective and also being able to look critical at things that we do (-) we also need to have outside or input from the outside and new impressions (-) which is linked to what (-) was earlier said during this discussion. (-) Speaking about that diversity is actually an asset (-) even though it yes, may also cause some challenges. (-) Do you agree with the fact that (-) we would say that diversity by any means is an asset, Kati?

Kati [00:27:00]: Well, absolutely it is. From a professional language user's point of view. Understanding diversity is definitely a key issue because the clients that we need on a daily basis, the client's needs are very diverse. And they actually, even as a small minority, as deaf sign language (-) users in Finland are a very small minority. Even within that community, I can see great diversity (-) depending on where they come from, their education, their background. They come from various social backgrounds and today from various professional backgrounds as well. So a diversity in general, even on a very small scale sort of context is (-) definitely a key issue. And (-) understanding diversity and sort of (-) challenging ourselves on how we see and how we look at diversity is definitely an asset.

Kim [00:28:02]: How about Pauliina?

Pauliina [00:28:04]: Yes, I think it is an asset (-) for sure. Because (-) you can somehow gain (-) maybe some slightly uncommon gains (-) with diversity. (-) I think there is, in a way, competitive advantage (-) from diversity (-) often diverse teams, for example. They are very innovative because people are looking things from different perspectives. (-) I'm seeing it, for example, in my own work that when people come from very diverse (-) educational disciplines, you have, for example, around the table, you have a doctor and you have an (-) agriculturalist. Then you have, for example, someone who is a nutrition specialist that you have maybe early childhood development specialist, and they sit together and they are thinking about, let's say, a resilience strategy for a community. Of course, they get much more out of (-) it because they look at it from very diverse perspectives. And if you throw in also people of different (-) other identities like gender or language or whatever would you like to (-) mention? I mean, you get so much more out of (-) this kind of very diverse team. So they are, in my view, likely to be far more innovative. And (-) I would imagine that with that, again, there would be (-) more gains. (-) I also think that if you have diverse groups of people working together, you have better decisions because these people are looking things from different (-) naturally. They are not kind of like (-) trained to be part of one convention. And I think particularly if you have people with what I would call lived experience, so people who have kind of like have that experience themselves (-) they are likely to know (-) have more information. They would kind of like have a better eye on how some things should be solved (-) and therefore, in the end, you have kind of more feasible, better decisions. So I think diversity is really an asset. Then the question is, you know, how do you get to that point that it starts to be an asset? And (-) I think it requires a lot of will, first of all. It requires commitment. It requires that kind of value based where people can freely participate without any fear, (-) without any restriction, without any pressure. So I think it requires kind of like an effort to, for example, develop organizational culture to that direction that people of different backgrounds, young and old, experienced and newcomers alike, can feel kind of that freedom to be part of the process. And therefore, it requires organizational culture being developed to that direction (-) and probably leadership, which models that diversity as well. And I think that’s (-) where we have a lot to do, including in my own organization, to have more diversity at the level of leadership. So that, you know, that also gives people the model that diversity is not just a lip service, but it's actually something the organization really values and (--) wants to somehow (-) implement to the full.

Gyan [00:31:25]: I think when I think about what I'm teaching in Humak, I teach service design and in service design projects, the diversity of the team is a key issue. So, if you want to make a very good product, you have to have, you know, of course, the customer and maybe a designer and maybe some from the psychological side and some of of course some (-) leaders, business people. But the end result is, is a combination of these kind of different views that are in a way, sparring against each other and debating and coming to a solution. That was, in fact, this kind of diverse group that debates, but then (--) come up with a solution. That was the idea of John Dewey, a pragmatist theorist, that did remarkable work also in the (-) branch of education. But his idea was that (-) in societies from time to time, different kind of challenges arise, and then people gather around those challenges. And (-) his dream was that they would debate and argue about this challenge and come up with a solution, and then that would be part of the democratic structures and then there would be a (-) new problem. So, it's a kind of everlasting process that we don't ever get (-) to make this world - but it's okay, it's done now. We have to all the time. That's something deeply in the human nature that (-) it's an everlasting process. (-) But then we have to have some kind of ways of bringing the diversity into contact with each other. And it's a question of language. We have to have a common language, and it can be any (-) natural language. But then, of course, visual languages we have in (-) sign language…

Kati [00:33:40]: [Interrupts Gyan] Which is a natural language.

Gyan [00:33:42]: …Yeah. Yeah, (-) it's natural language as well. So I just (-) supervised a very good master's thesis about recruiting foreigners in Helsinki City Council (-) making the environment there good for these foreign speaking people. And the thing was not so much about the culture, that people don't get along because of the culture in the workplace. But it was about language. So if you can't understand a language, you will feel as an outsider. So I think companies and organizations have to also kind of learn

and develop themselves to maybe, as I said, have some constructions or processes of organization cultures that are able foreign speakers also to feel natural in the work environments. And it's a two-way process. You know, the Finnish speaking people learn from the foreigners and vice versa. So we have to have these kind of practical ways and models of (-) making this happen.

Kim [00:34:58]: And perhaps that takes us (-) to the fact that very often if you speak about global skills, it's very often that we immediately only think about language skills. (-) And if we extend it, it would be, generally speaking about (-) communication skills. But (-) if you speak about (-) global skills, that incorporates many more skills, as we've been discussing here (-) which are all there (-) in order to support (-) the communication, creating an understanding of why we need to communicate, perhaps in a specific way or be more precise or simplify things in our communication perhaps sometimes. But also the fact that (-) if you think about (-) already within one country, we have (--) a diverse group of people working together at which many of you already during (-) these discussions has been brought up that (-) these (-) global skills have always been needed. Even if (-) there would be only people of the same nationality working and bearing this in mind, I guess. Learning more about the global skills and practices. And the more (-) that's only can strengthen no matter what work, community or community we are (-) working or just living in. How about then, if you think about the global skills which we apparently all need to work on and develop, that includes all the four of us as well, how could we actually or what would be good ways of actually practicing and (-) learning and improving these skills? Would Pauliina like to start?

Pauliina [00:37:09]: I come to think of a meme I saw some time back in social media where there was, like this big spot and it said my comfort zone. And then the little spot somewhere far away which said where magic happens. And I'm thinking, yes, that's it. You know, sometimes if we kind of wish to stay in our comfort zone (-) you know, the magic doesn't really happen. But if we are pushed or we push ourselves outside of our comfort zone, that's actually where (-) the magic happens. I think the global skills they refer a lot to (-) things like (-) that I'm knowing myself and I'm able to connect with the other and I'm able to connect with the world. So somehow (-) the global skills they refer to issues which to me are the purpose of life. The purpose of life is to know oneself. (-) It is to connect with the other and to connect with the world. So for me, it's really important that we develop those capacities in ourselves and in our society so that we can live to the full as human beings. But how to do it? I came to think that first of all, the context needs to be safe and appreciative. That people would be able to kind of go across their boundaries somehow. So that kind of safe and appreciative context is really necessary for people to have the courage and the curiosity to do that. So that is at least one thing which I think we need for the whole. But what do the colleagues think?

Kati [00:39:09]: I think (-) curiosity is (-) one of the key issues. But as you were talking about (-) security and safety may be feeling safe and (-) accepted. Those are of course important. But I think also reaching out from your comfort zone means that you need to take a risk. And taking a risk of not knowing where you're going, not knowing what you're finding (-) is also important. And of course, you cannot be sure that every step that you take will be safe and sound. But the willingness to take a risk and reach out to, I mean, just opening your front door and starting from there. I think that's when (-) the magic can happen, when you take a risk and knowingly sort of think outside your own box. (-) For me, I think every day (-) is an opportunity to learn what I didn't know yesterday. So learning a new thing every day is (--) the one of the sort of keys to (-) stay to stay curious and flexible. Because diversity I think, requires a lot of flexibility: flexibility of mind, but also flexibility of you know, feelings and emotions and (-) developing yourself to understand more.

Kim [00:40:25]: Thank you. And Gyan.

Gyan [00:40:27]: I think (-) it's also a question of (-) how we look at the what's the meaning of being human? Is it only being productive 150% of the time or is it also communicating and understanding other people and learning through that something about yourself? As Hannah Arendt, a famous philosopher, said, that we only in a way can know or feel ourselves when we are connected to other people. And I think that's very something we should keep in mind. And maybe in (-) practical ways in companies and organizations, we could have a little bit more time for this kind of communication and learning from different cultures that it doesn’t have to be all the time produce and make profit, profit, profit, profit. Because in a way, the way (--) people work together and understand each other and change ideas, I think the result will be very good for the profit. If you understand that (--) if you try to go towards only that profit goal, you will miss something very important. And we have a lot of mental challenges in Finland. When we live in a society that's all of this kind of race against (-) time and euros or dollars. So more time for understanding, encountering with different people from different backgrounds and learning from each other. I think that is needed today.

Kim [00:42:15]: Now, I think we need to start summing up our discussion, and I think based on the discussion here today. I think we all agree on that (-) the global skills (-) have been needed (-) through the times. But perhaps we are speaking about (-) the more nowadays due to the fact that (-) people move around and we have greater numbers of people (-) immigrating and emigrating. And that's why we perhaps pay more attention to them, even though they are skills that we also need no matter in which environment we live or work. And also (-) in order to actually develop them and practice them, we all need to challenge ourselves. Try where our comfort zone is, but actually dare to step outside it and to confront us with the unknown (-) to gain new experiences. Which will help us with (-) working with and living with people from different walks of lives.

Gyan [00:43:35]: I might tell one example. Yesterday I was in a demonstration that demanded ceasefire in Gaza. And when I came from that demonstration, I was in the railway station and there was a lady with a young boy sitting in the Robert’s coffee. And then there was another woman, and the lady with the boy was from Africa. She was talking to a Finnish woman. And the Finnish woman asked, where are you from? She said, I'm from Kenya. And they were just talking there. And then the Finnish one said that I have a (-) children age 13 and 15 and I just said I have also children 13 and 15. I didn't know them, I just said it. Then we had a very interesting conversation. And the Finnish woman had been in Tanzania 20 years ago. And she knew a phrase in Kenyan language as she talked with that Kenyan woman. And she was from Espoo, the Kenyan woman. So we had a very interesting and nice conversation. It was a very good feeling when I went home from there. And it was just by risking like saying something that somebody might have thought that it was very stupid. But anyway, I had a sense that we all learned something and had you know, some kind of bond there that. As Kati and Pauliina said you have to take a step on the wild side to learn and (-) feel human from time to time.

Kim [00:45:09]: Thank you. And perhaps that's a good thoght (-) where to end. Thank you all for the discussion today.

Kati, Pauliina Gyan [00:45:20]: [all together] Thank you.

[Music]

[00:45:30]: Tämän ohjelman tuotti Suomen Podcast Media. Jos pidit tästä ohjelmasta, muista seurata Spotifyssa tai arvostele ohjelma Apple Podcastissa, niin muutkin löytävät ohjelman pariin.

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