TOWARDS A REIMAGINED FUTURE TOGETHER

Prof. Berrin Yanıkkaya
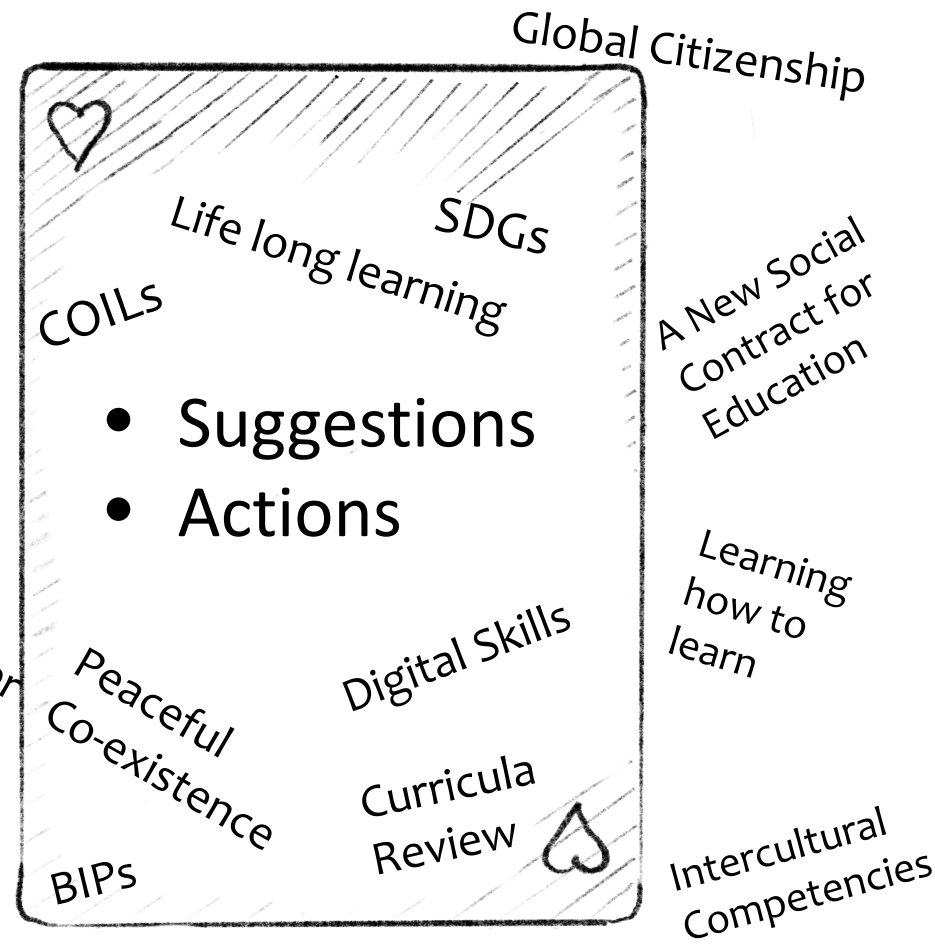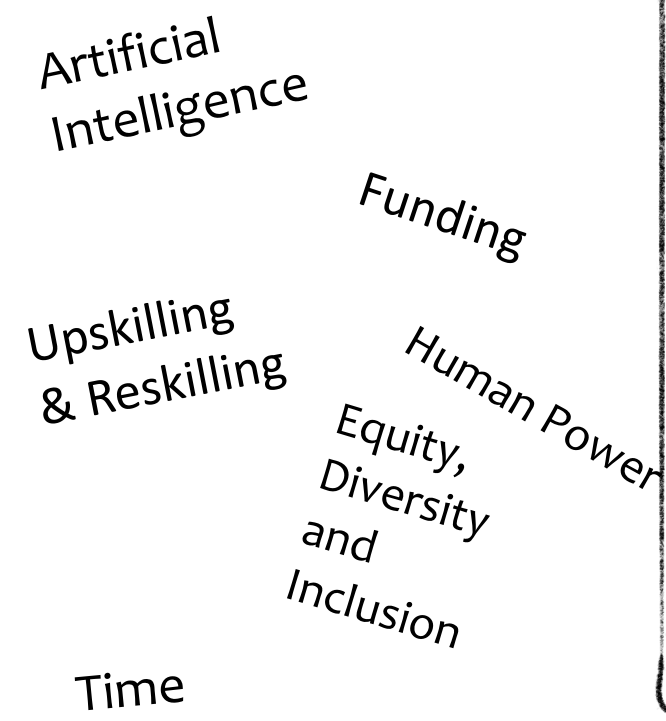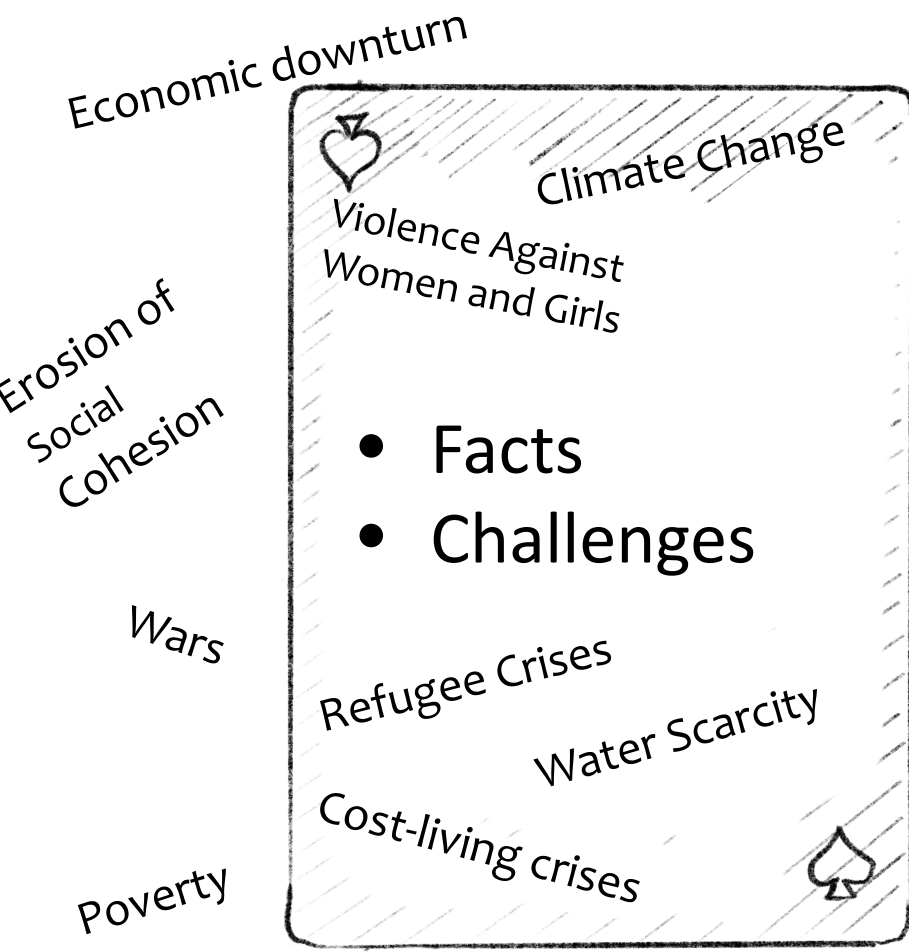Yeditepe University
Doha, November 2023

Interconnectedness and intercultural competencies in teaching and learning

IAU 2023 INTERNATIONAL CONFERENCE:

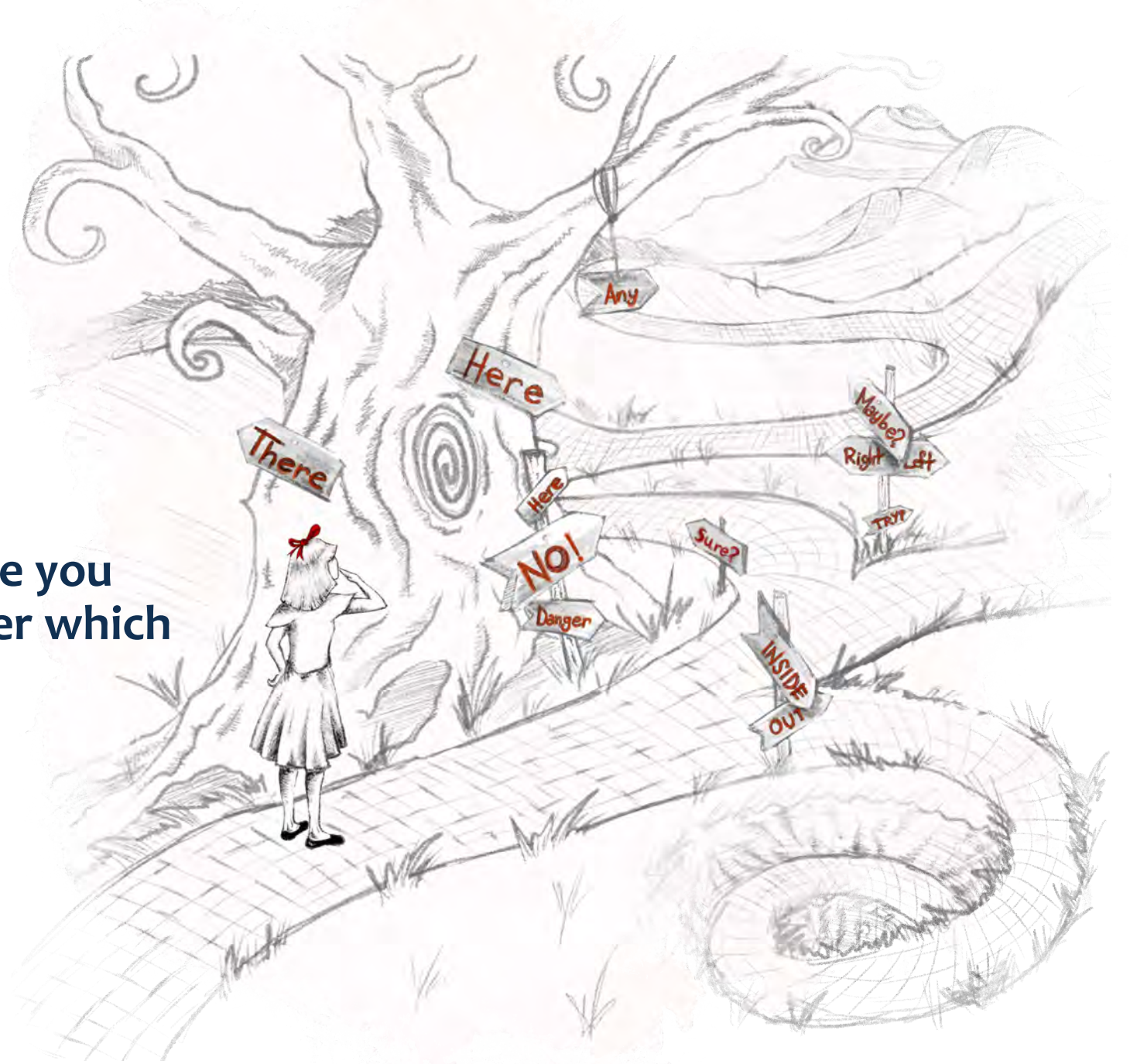HIGHER EDUCATION WITH IMPACT: THE IMPORTANCE OF INTERCULTURAL LEARNING AND DIALOGUE

YEDİTEPE
UNIVERSITY

INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES

PART 1: "If you don't know where you want to go, then it doesn't matter which path you take."

Violence Against Women and Girls

Global Citizenship

A New Social Contract for Education

Equity, Diversand Inclusionity

Climate Change

COILs

Economic downturn

Human Power

Time

Funding

Artificial Intelligence

Learning how to learn

SDGs

Digital Skills

Curricula Review

Wars

BIPs

Water Scarcity

Poverty

Life long learning

Erosion of Social Cohesion

Intercultural Competencies

Ongoing conflicts

Refugee Crises

Upskilling & Reskilling

Cost-living crises

Interconnectednes s

Peaceful Co-existence

Facts

FIGURE 1.9   Risk interconnections: the erosion of social cohesion

Digital power concentration
Digital inequality
Terrorist attacks
Interstate conflict
Misinformation and disinformation
State collapse
Erosion of social cohesion
Large-scale involuntary migration
Proliferation of illicit economic activity
Severe mental health deterioration
Infectious diseases
Chronic health conditions
Employment crises
Collapse or lack of public infrastructure and services
Failure to stabilize price trajectories
Debt crises
Cost-of-living crisis
Prolonged economic downturn

Reference

Nodes
Risk influence
High
Medium
Low

Edges
Relative influence
High
Medium
Low

Risk categories | Economic | Environmental | Geopolitical | Societal | Technological

Source
World Economic Forum, Global Risks Perception Survey 2022-2023.

Global Risks Report 2023   23

The erosion of **social cohesion** ranked as **the fifth most severe global risk** and it is at the heart of many interlinked risks, meaning the loss of social capital and fracturing of communities leading to declining social stability, individual and collective wellbeing, and economic productivity and more.

The World Economic Forum's Global Risks Perception Survey 2022-2023

Facts

In Europe, just over **one in two adults** have basic digital skills (between 16-74-year-olds)

UNESCO Global Education Monitoring Report 2023 (p.94)

In Europe, just over one in two adults have basic digital skills
Share of 16- to 74-year-olds with at least basic digital skills, selected countries, 2015 and 2021

○ 2015   ● 2021
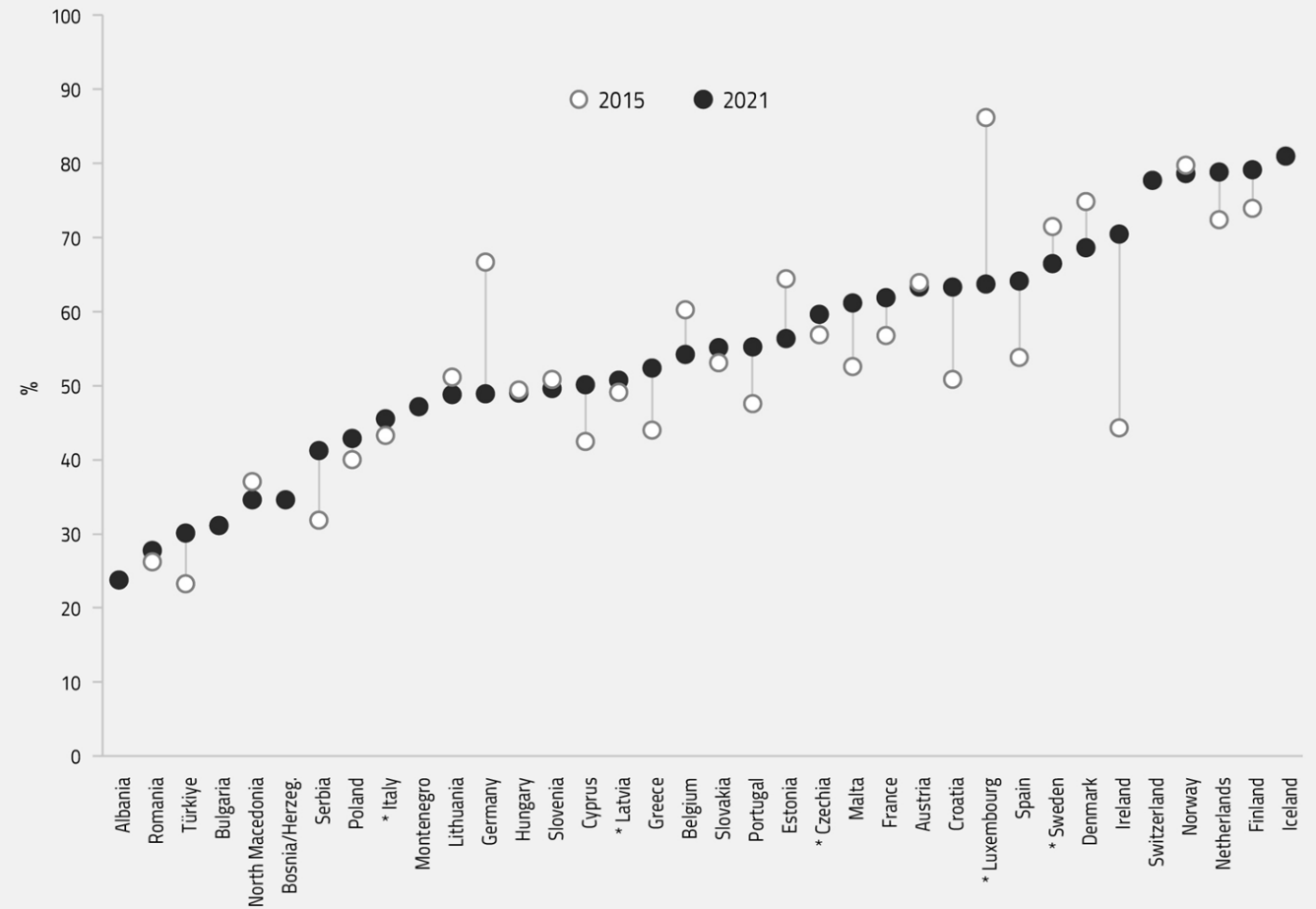
GEM StatLink: https://bit.ly/GEM2023_fig5_2_
Notes: Individuals are considered to have at least basic skills if all five component indicators are at basic or above basic level. Countries with an asterisk changed the definition between 2015 and 2021.
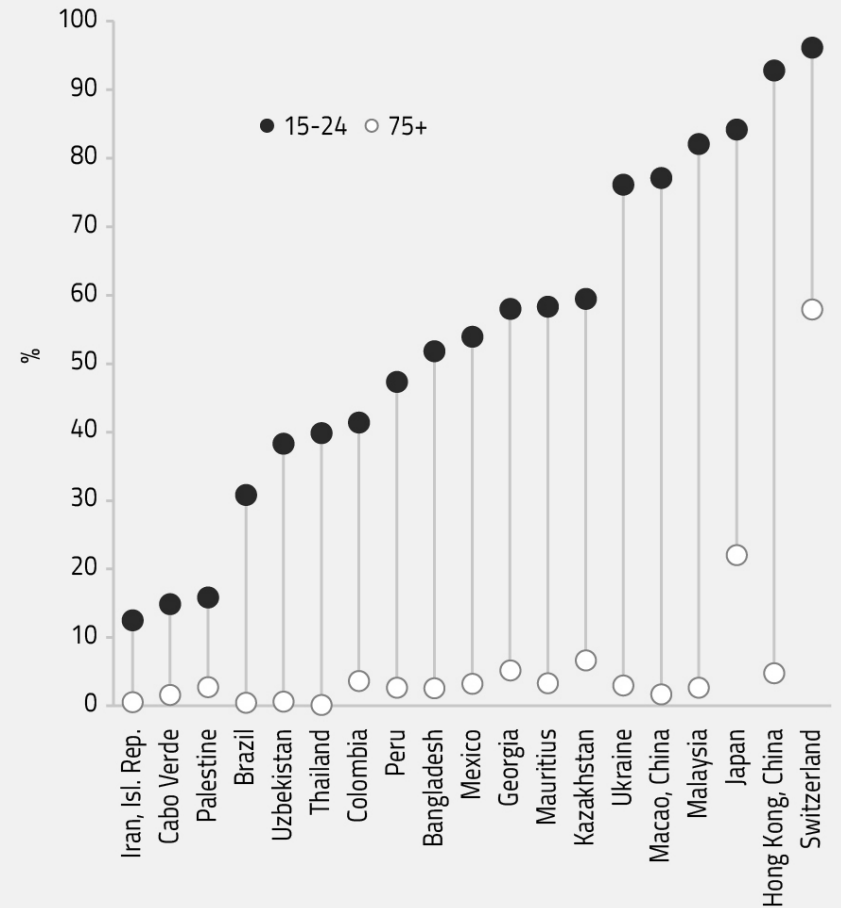*Source:* Eurostat (2023a).

Facts

The digital divide in communicating by email shows **a huge generational shift**

UNESCO Global Education Monitoring Report 2023 (p.95)

The digital divide in communicating by email shows a huge generational shift

Percentage of adults who can send emails with an attachment, by age, selected countries, 2019–21

● 15-24   ○ 75+

GEM StatLink: https://bit.ly/GEM2023_fig5_3_
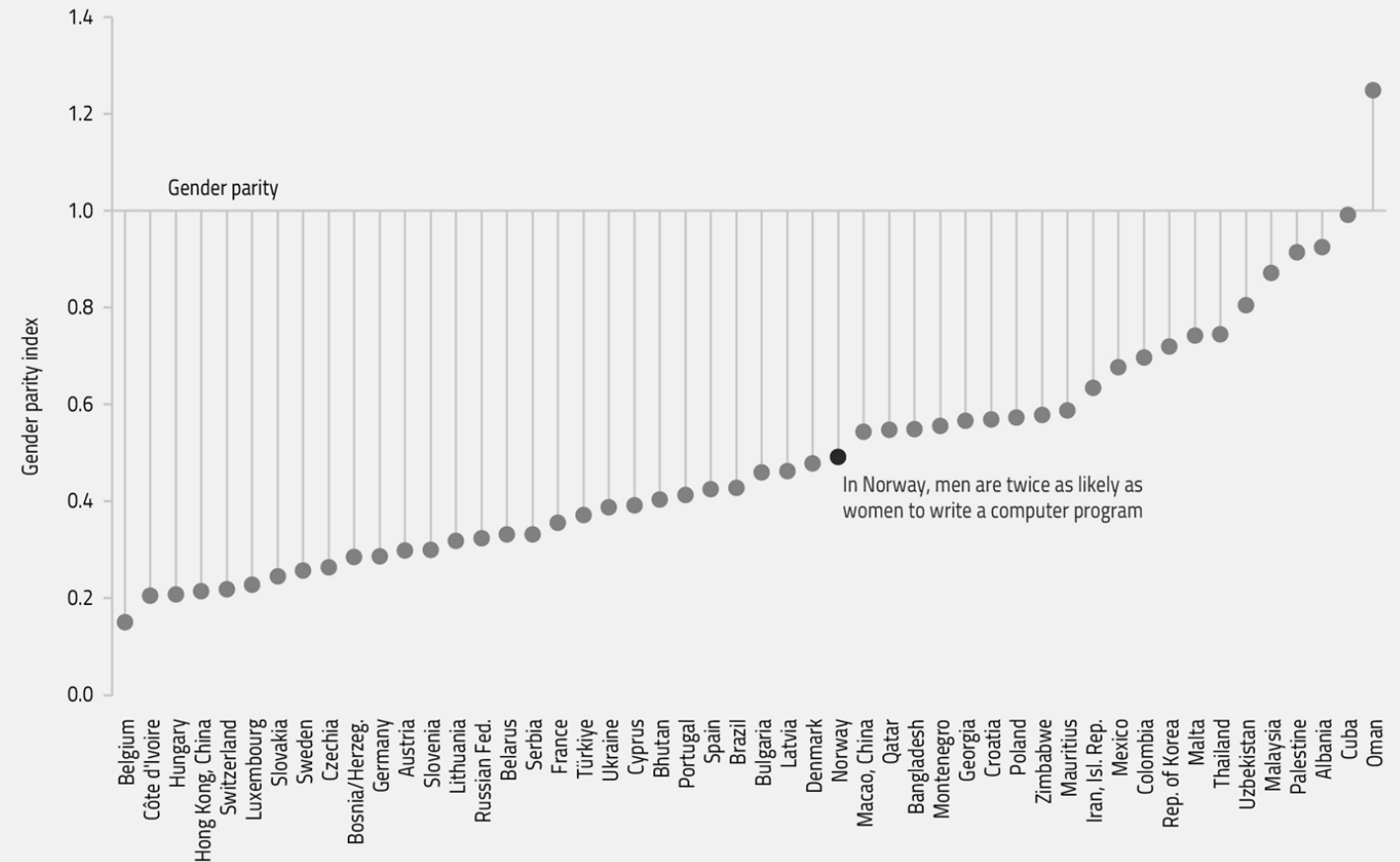Source: SDG Indicators Database.

Facts

Gender parity in computer programming

Women are much less likely than men to know computer programming

UNESCO Global Education Monitoring Report 2023 (p.96)

Women are much less likely than men to know computer programming
Gender parity index in the reported ability to write a computer program using a specialized programming language, selected countries, 2019–21

Gender parity

In Norway, men are twice as likely as women to write a computer program

GEM StatLink: https://bit.ly/GEM2023_fig5_4_
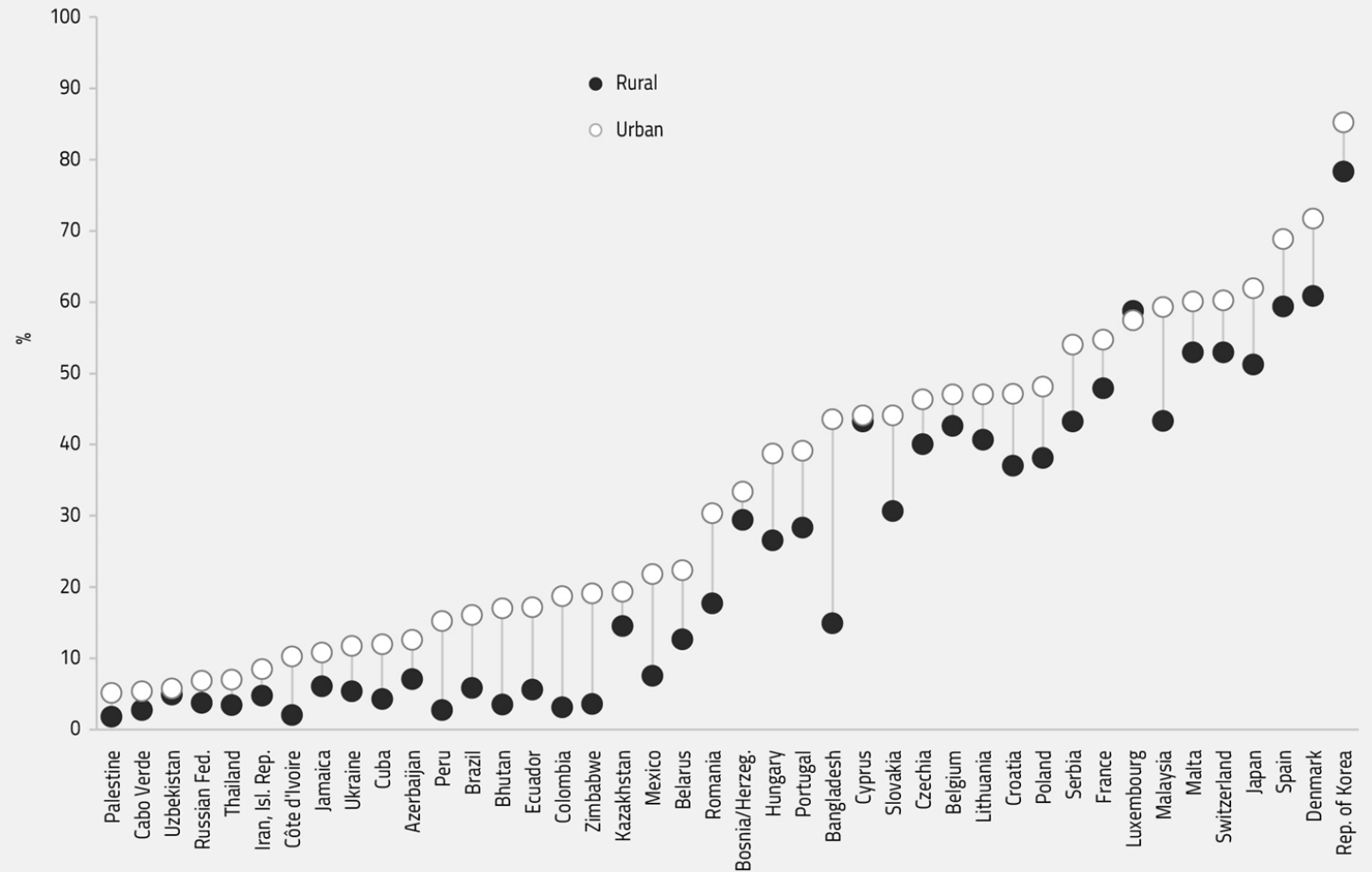*Source:* SDG Indicators Database.

Facts

There is an **urban-rural gap** in the ability to handle software.

Percentage of adults who can find, download, install and configure software

UNESCO Global Education Monitoring Report 2023 (p. 97)

There is an urban-rural gap in the ability to handle software
Percentage of adults who can find, download, install and configure software, by location, selected countries, 2019–21

GEM StatLink: https://bit.ly/GEM2023_fig5_5_
Source: SDG Indicators Database.

Facts

On avarege **40 to 50 % of men** with **higher education** who have **not been discriminated** due to their skin color, religion, nationality/ethnicity, gender or disability, perceive the long-term impact of **AI "mostly helpful"**

OECD Skills Outlook 2023 (p. 248)

Figure 8.3. Adults' perception of the long-term impact of AI, by gender, discrimination and education, 2021

Percentage of adults who perceive the long-term impact of AI as "mostly helpful" or "mostly harmful" by gender, discrimination and education
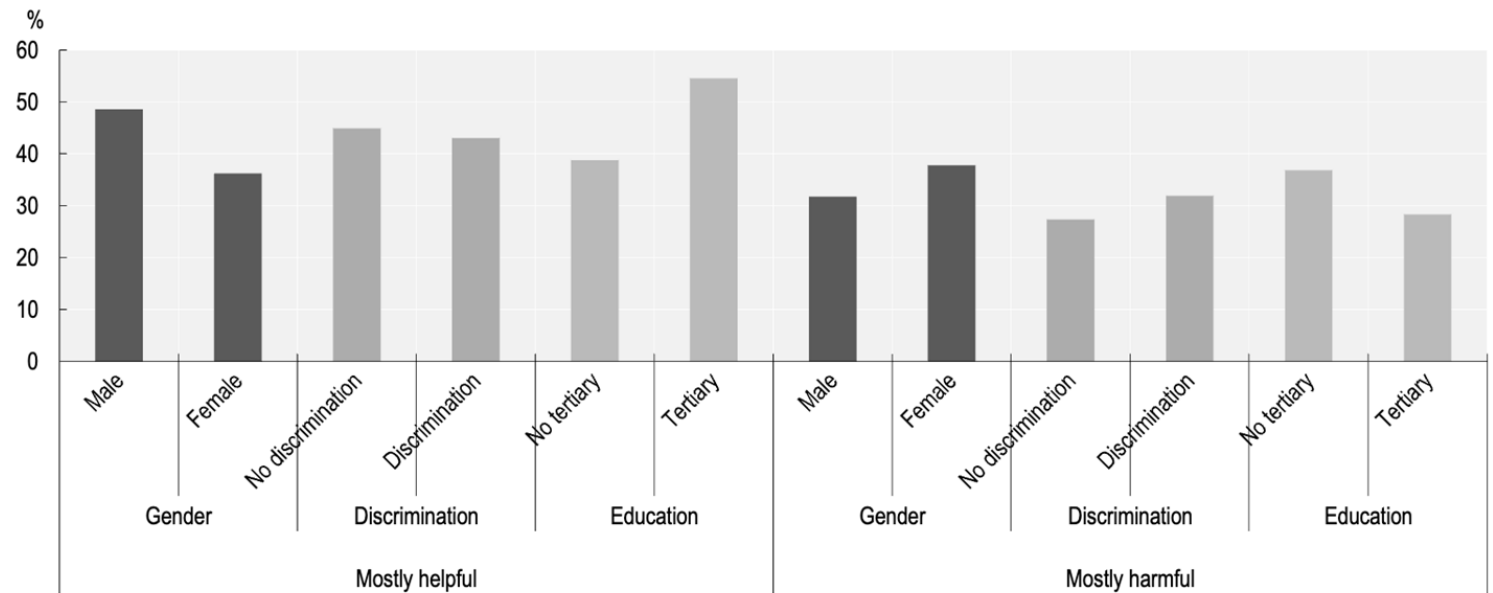
Note: The figure shows the percentage of adults who perceive the long-term impact of AI as "mostly helpful" or "mostly harmful" by gender, discrimination (individuals who faced discrimination due to the colour of their skin, religion, nationality/ethnic group, gender or a disability) and education (tertiary versus non-tertiary).
Source: World Risk Poll (2021[17]), *World Risk Poll 2021: A Digital World - Perceptions of Risk from AI and Misuse of Personal Data*, https://wrp.lrfoundation.org.uk/data-resources/.

Facts

Percentage of online vacancies advertising **positions requiring AI skills** increased 0.2 % in 3 years

OECD Skills Outlook 2023 (p. 250)

Figure 8.4. Share of online vacancies requiring AI skills in selected countries, 2019 and 2022

Percentage of online vacancies advertising positions requiring AI skills, by country
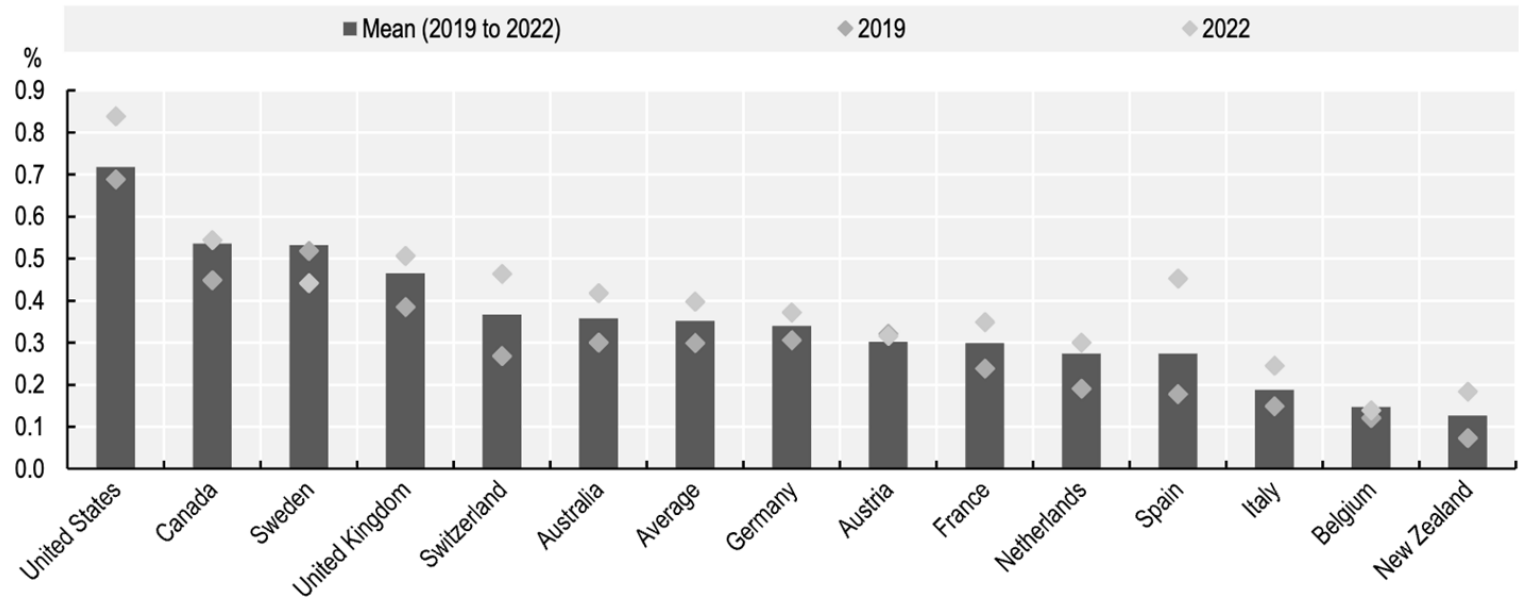
Note: The figure shows the percentage of online vacancies advertising positions requiring AI skills by country. This corresponds to the total number of online vacancies requiring AI skills relative to all vacancies advertised in a country. Vacancies requiring AI skills are vacancies in which at least two generic AI skills or at least one AI-specific skill were required (see Borgonovi et al. (2023[1]) on generic and specific skills). Countries are sorted in descending order by the highest average share across 2019 to 2022 of vacancies requiring AI skills. Average refers to the average across countries with available data.
Source: Calculations based on Lightcast (2022[35]), Lightcast™, https://lightcast.io/ (accessed December 2022), in Borgonovi et al. (2023[1]), "Emerging trends in AI skill demand across 14 OECD countries", https://doi.org/10.1787/7c691b9a-en.

Facts

Estimated change in the demand for skills given projections in relative employment growth in different sectors and occupations across EU countries show that **techonology skills and tools** will be in high demand **as opposed to abilities.**

OECD Skills Outlook 2023 (p. 250)

*Fit for 55 refers to the EU's target of reducing net greenhouse gas emissions by at least 55% by 2030.

Figure 3.7. Projected change in the demand for skills between 2019 and 2030 when considering relative growth in employment, by main skill category

Estimated change in the demand for skills given projections in relative employment growth in different sectors and occupations in the Fit for 55 and baseline scenarios
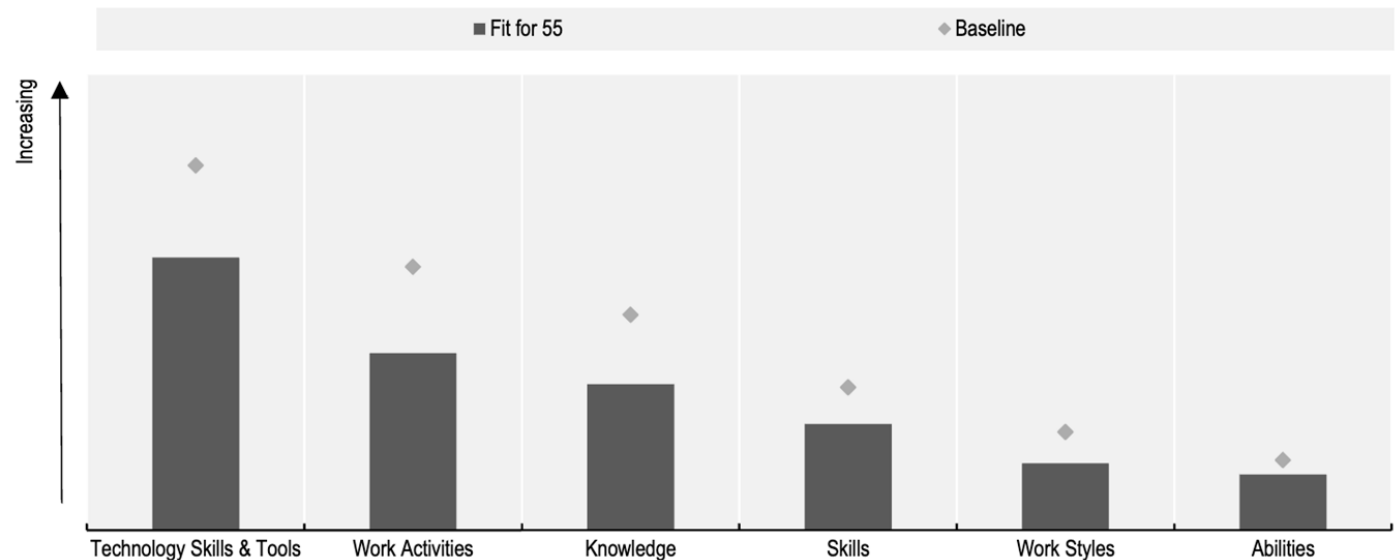
Note: The figure shows the projected change in the demand for each of the six main skills categories between 2019 and 2030 under the Fit for 55 and baseline scenarios across European Union countries when considering relative employment growth in different sectors and occupations identified in the section above, "Projected employment changes resulting from the implementation of the Fit for 55 policy targets". A detailed description of the underlying analyses is provided in Borgonovi et al. (2023[2]).
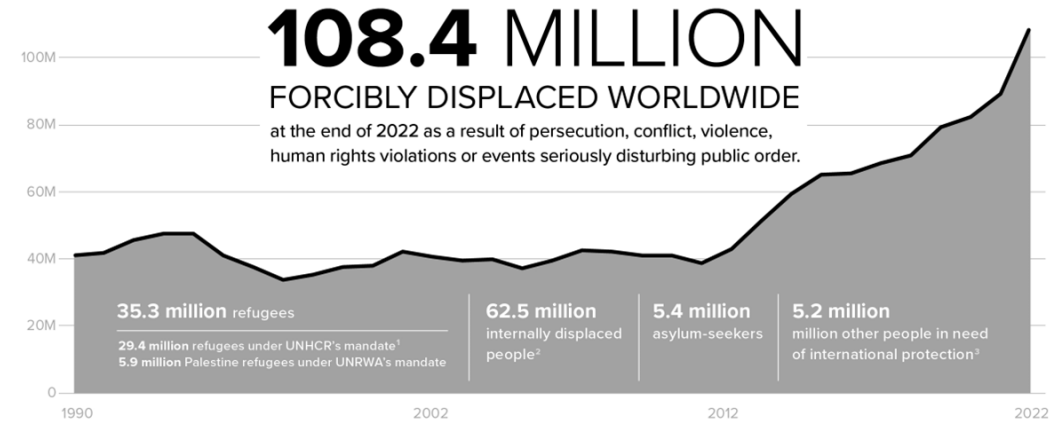Source: Calculations based on OECD ENV-Linkages model, Lightcast (2023[14]), Lightcast™, https://lightcast.io/, (accessed April 2023), European Union (2019[15]), European Labour Force Survey, ad hoc data extraction (for the year 2019), https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey, in Borgonovi et al. (2023[2]), "The effects of the EU Fit for 55 package on labour markets and the demand for skills", https://doi.org/10.1787/6c16baac-en.

Facts

108.4 Million people **forcibly displaced** worldwide at the end of 2022 as a result of persecution, conflict, violence, human right violations or events seriously disturbing public order.

UNHCR (The UN Refugee Agency) Global Trends Report 2022

Trends at a Glance

108.4 MILLION
FORCIBLY DISPLACED WORLDWIDE
at the end of 2022 as a result of persecution, conflict, violence, human rights violations or events seriously disturbing public order.

35.3 million refugees
29.4 million refugees under UNHCR's mandate[1]
5.9 million Palestine refugees under UNRWA's mandate

62.5 million internally displaced people[2]

5.4 million asylum-seekers

5.2 million million other people in need of international protection[3]

76%
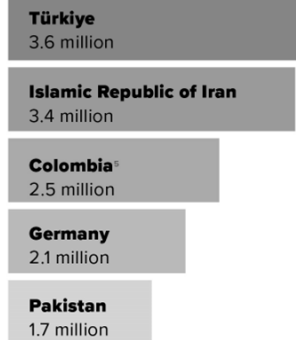HOSTED IN LOW- AND MIDDLE-INCOME COUNTRIES

Low- and middle-income countries hosted 76 per cent of the world's refugees and other people in need of international protection.[4] The Least Developed Countries provided asylum to 20 per cent of the total.

70%
HOSTED IN NEIGHBOURING COUNTRIES

70 per cent of refugees and other people in need of international protection lived in countries neighbouring their countries of origin.
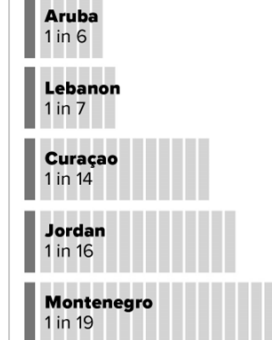
3.6 MILLION
REFUGEES HOSTED IN TÜRKIYE

Türkiye hosted nearly 3.6 million refugees, the largest population worldwide, followed by the Islamic Republic of Iran with 3.4 million.

Türkiye 3.6 million
Islamic Republic of Iran 3.4 million
Colombia[5] 2.5 million
Germany 2.1 million
Pakistan 1.7 million

1 IN 6
ARE DISPLACED

Relative to their national populations,[6] the island of Aruba (1 in 6) and Lebanon (1 in 7) hosted the largest number of refugees and other people in need of international protection, followed by Curaçao (1 in 14), Jordan (1 in 16) and Montenegro (1 in 19).[7]

Aruba 1 in 6
Lebanon 1 in 7
Curaçao 1 in 14
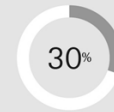**Jordan** 1 in 16
Montenegro 1 in 19

Facts

Globally, an estimated **736 Million** women-almost **one in three**- have been subjected to physical and/or sexual intimate partner violence, non-partner sexual violence, or both at least once in their life.

Worldwide, **an estimated 81,100 women** and girls killed intentionally in 2021.

On average, **every hour** more than **five women or girls killed** by someone in their own family.

UN Women's Policy Handbook to Prevent Violence Against Women and Girls 2023 (p.19)

Prevalence of VAWG

30% Globally, an estimated **736 MILLION** women – almost one in three – have been **subjected to physical and/or sexual IPV, non-partner sexual violence,** or both at least once in their life (30% of women aged 15 and older).[7]

5+ PER HR Worldwide, an estimated **81,100** women and girls were killed intentionally in 2021. Around **45,000 women and girls worldwide were killed by their intimate partners or other family members.** On average, every hour more than five women or girls are killed by someone in their own family.[8]

ONE IN FIVE refugees or displaced women in complex humanitarian settings are estimated to **have experienced sexual violence,** which is likely an underestimation.[9]

Around **200 MILLION women and girls, aged 15–49 years, have undergone FGM in 31 countries** where the practice is concentrated.[10]

15 MILLION adolescent girls worldwide, aged 15–19 years, have **experienced forced sex.**[11]

Up to **10 MILLION** additional girls are **at risk of child marriage in the next decade because of the COVID-19 pandemic** and its impacts on education, economic stress, and access to services.[12]

Due to impacts of the **COVID-19 pandemic, 2 MILLION** cases of **FGM could occur over the next ten years** that would otherwise have been averted.[13]

"To live like a tree alone and free, and like the forests in camaraderie."

Nazım Hikmet

Destination

A reimagined future
& the "key" issues

Key Challenges

1) The traditional methods are not working for T & L in general
2) The review and update of curricula are inevitable
3) Academic staff lack time, energy & motivation
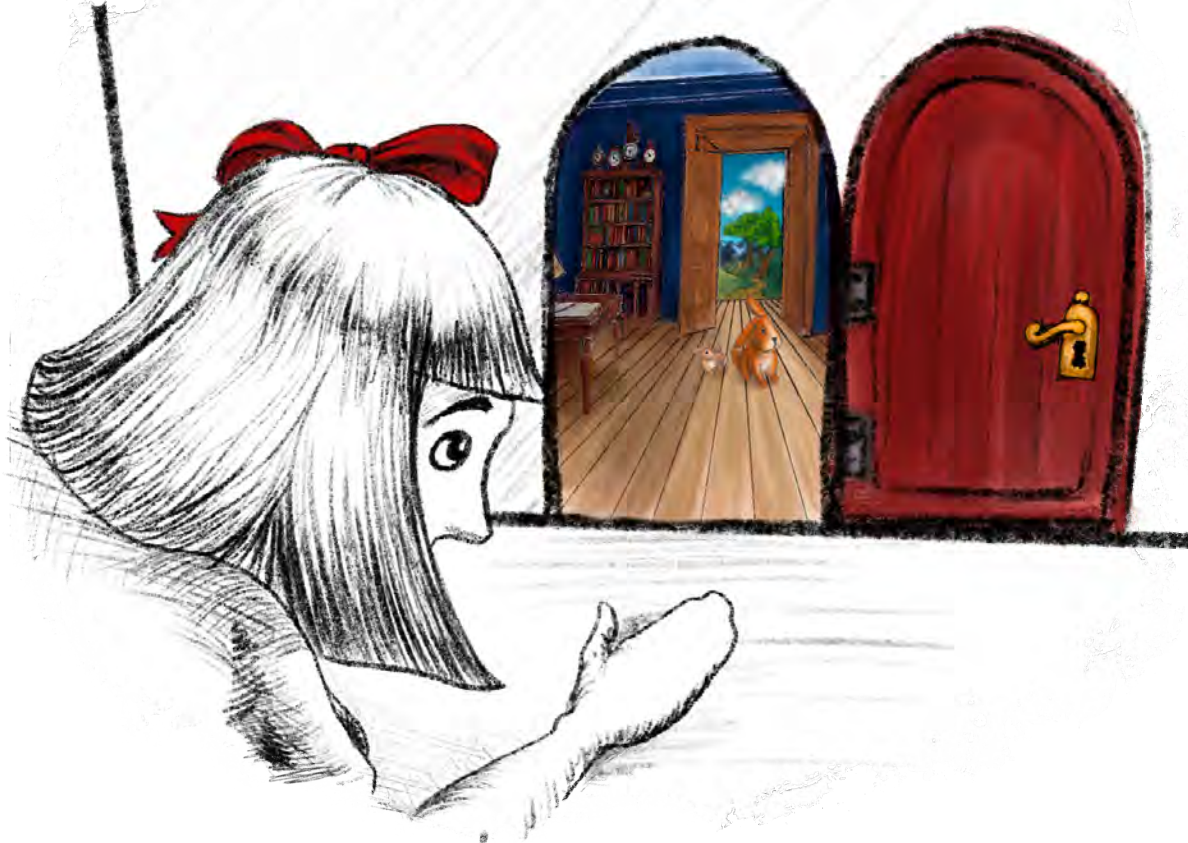4) Incorporating multicultiralism in curricula is time consuming

Key Challenges

5) Achieving 2030 Agenda for Sustainable Development in 6 years does not look attainable
6) HE level might be relatively late for intercultural competencies
7) Community engagement also requires intercultural   dialogue

PART 2: "The best way to explain it, is to do it."
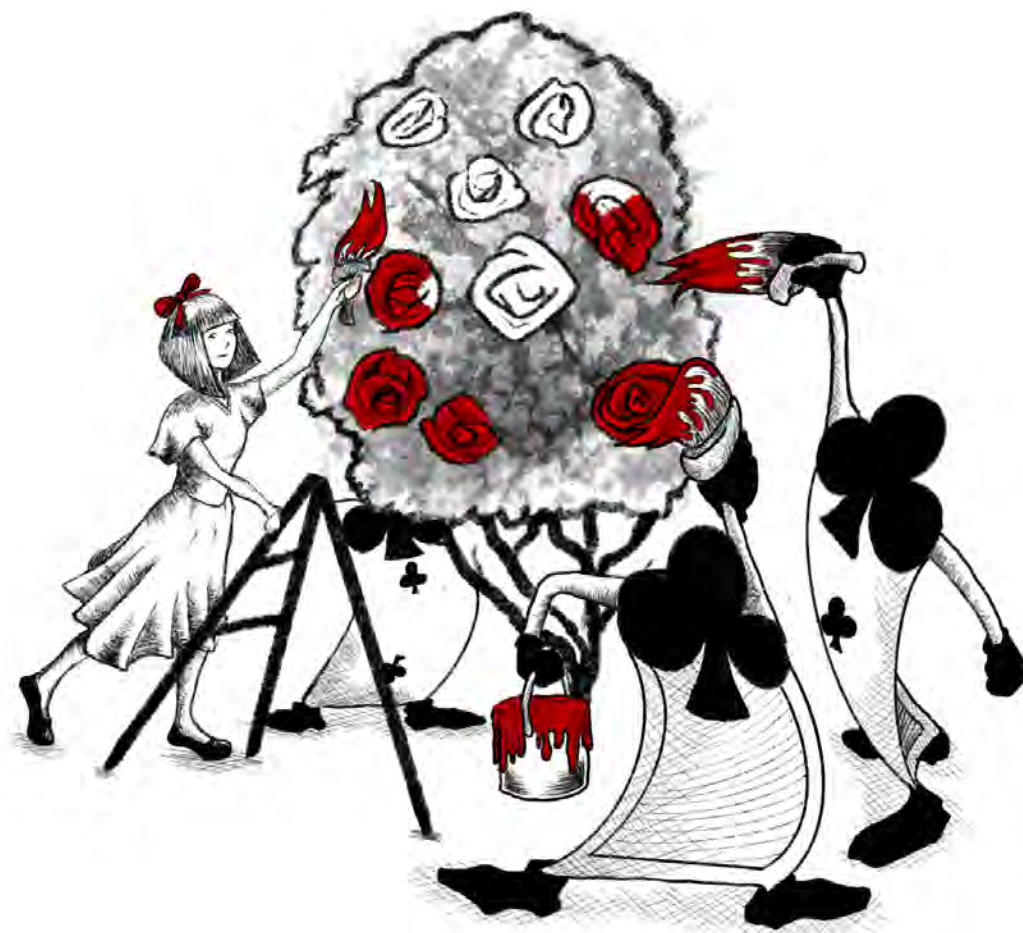
Suggestions

1) **Global Textbooks**

- Equity in distribution of authors in course materials.

- Diversity in approaches, methodologies, and bibliographies.

- Inclusivity of stories, voices, and examples from around the world.

2) **Collaborative Research and Repositioning "Research"**

- Research-led teaching and team teaching

- Research as a learning process and diverse research teams

- Inquiry-based learning with real life examples

- Open access good-practice platforms

Suggestions

3) COILs & Micro-credentials

- Valuing contributions of diverse partners equally
- Curricular, co-curricular and extra-curricular forms
- Blended Intensive Programs (BIPs) for intercultural skills & toolkits.

4) More Project-based Learning

- Collaborative projects for students from diverse backgrounds
- Flexible timelines, interdisciplinary, intercultural, and long-term activities.
- Multimodal intercultural literacies
- Global Classroom Initiatives

Actions

- ## YEDI Projects:

1) Updating the GEP: University Gender Equality Action Plan

2) INTER-ACT: An Action Plan for Academic and Social Integration of International Students
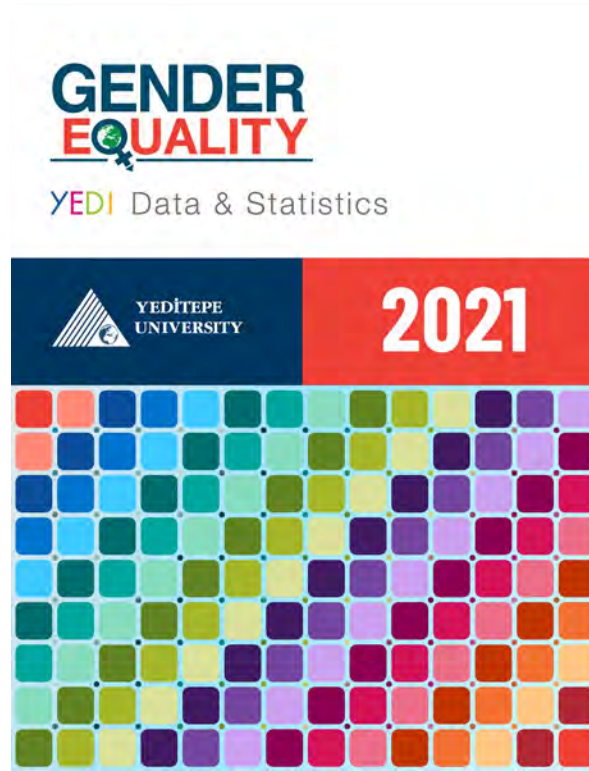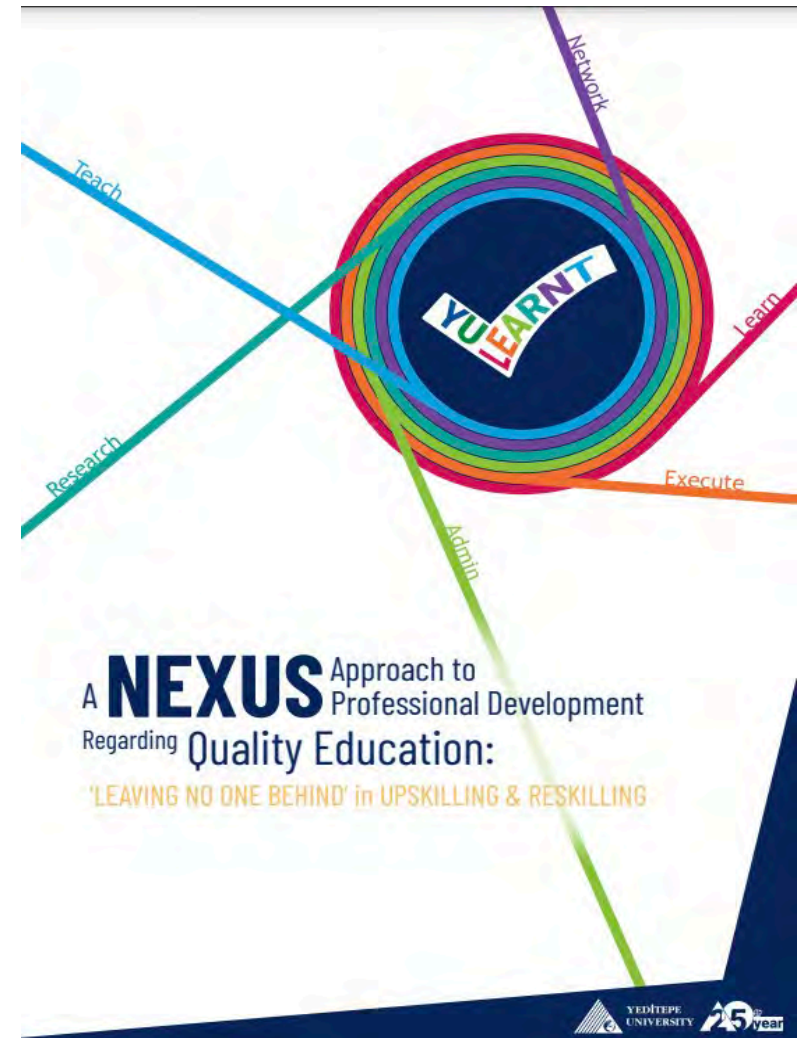
Actions

- World Higher Education Conference (WHEC) 2022

  Open Knowledge Product

- Communication for Civil Society MA Programme

Leaving no one behind in upskilling & reskilling

FIN

Illustrations by Mehmet Korman