

We had a **BIG CONVERSATION** and **this is what happened!**

More than 50 people comprised of youth, diverse working professionals, and sector leaders gathered together for one-day event to launch an intergenerational dialogue about the connections between current global issues and the role that public education could play if it were working to its fullest potential.

Some assembly required: what makes a global citizen?

Health

(Zero hunger, clean water and sanitation, good health, and wellbeing)

1. Information literacy
2. Exploring ambiguous and complex phenomena
3. Examine problems from other's perspectives

Equity

(No poverty, gender equality, reduced inequalities)

1. Relationship building
2. Critical consciousness
3. Accountability and responsibility

Environment

(Affordable and clean energy, sustainable cities and communities, climate action, life below water, life on land)

1. Sense of agency
2. Imagination
3. Traditional knowledge

Economy

(Decent work and economic growth, industry, innovation and infrastructure, responsible consumption, and production)

1. Empathy
2. Explore ambiguous and complex phenomena
3. Collectivism replacing individualism

Leadership

(Peace, justice and strong institutions, partnerships for the goals)

1. Accountability
2. Imagination
3. Relationship building

Using the UN Sustainable Development Goals (SDGs) 2030 as a guiding compass, participants were tasked with the challenge of working together to identify the top 3 skills, competencies, and traits that a global citizen must possess in order to address world issues related to **health, equity, environment, economy, and leadership**.

Here are the results!

Key Discussion Takeaways

Purpose of education:

To equip young people with the skills, competencies, and traits required to be a global citizen—someone who has the capacity, agency, and knowledge necessary to address some of the world's biggest issues related to the UN SDGs.

Changes faced by education:

There is often a disconnect between what students are learning in schools and what is happening in the world.

Changes that could benefit education and ultimately, the world:

Review the characteristics that participants identified as being important to being a global citizen. Let's start an interdisciplinary conversation about how these skills, competencies, and traits are being fostered in education.

The next step?

Think about what you wish you had learned in school, but didn't and share that skill, competency, or trait with someone to ignite a brainstorm about how it could have been taught as part of public education.