

NEWSLETTER



GCCIE

GLOBAL CITIZENSHIP & CULTURAL INTELLIGENCE EDUCATION

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GCCIE Fall 2026 Newsletter



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our spring 2026 design intern from Al Akhawayn University in Ifrane, Morocco
for the initial design and formatting of this newsletter

Note From the Editor

A New Dawn for Global Citizenship and Cultural Intelligence Education

It is with immense pride that I present you with the very first GCCIE newsletter. As Chief Operations Officer and Co-Founder of GCIC, and serving as Co-Director of GCCIE, alongside Mr. Andrew Frezludeen, I've had the privilege of witnessing GCCIE evolve from an ambitious idea into a revolutionary teaching and learning platform.



Dr Séverine Minot

GCCIE is designed to make Global Citizenship and Cultural Intelligence Education more accessible, practical, measurable, and engaging. Our platform brings together curated, ready-to-use educational content; gamified and AI-assisted teaching and learning; LMS functionalities; and structured performance assessment. Together, these tools enable students, teachers, school administrators, and whole school networks to embed, streamline, coordinate, and track global citizenship and cultural intelligence teaching and learning across all grades and subjects, without requiring curriculum reform.

The GCCIE platform was developed to give school administrators accreditation-aligned data and reporting tools; provide teachers the means to enhance their competencies, while facilitating their work, and engaging students in thinking about the world. GCCIE is an ever-evolving digital ecosystem of content, activities, and functionalities that allow both structure and flexibility, depending on users' preferences.

September 1, 2026, marked the launch of the GCCIE digital ecosystem; and for us, it represented the culmination of three years of hard work driven by our mission to ensure that the next generation of leaders are prepared for a globally connected future. I want to extend my heartfelt thanks to our educational content creators, our tech-team, and our HR lead, for their invaluable contributions.

I invite you to follow our journey as we expand the reach of GCCIE, and build a truly global community of educators and learners.





Global Citizenship & Cultural Intelligence Education

The GCCIE Platform launched on Sept. 1st 2026
Individual Student and School Subscriptions
are now available at a discounted price.

GCCIE is the only all-in-one platform designed to help K-12 students and schools effortlessly embed Global Citizenship and Cultural Intelligence Education into every grade and subject, while also maximizing student independent learning.

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Empowering the next generation of global citizens just got simpler!

Platform Content	<u>Growing Database of Curated Educational Content:</u> 4 Streams 1. <u>Global Citizenship:</u> Thematic Certificate Courses; 2. <u>International Studies:</u> Country Courses with 40+ Modules Each; 3. <u>Cultural Studies:</u> Thematic Local-Global Courses; 4. <u>Institutional Capacity Building:</u> Thematic Certificate Courses.
Platform Functions	<u>Multi-Modal Gamification:</u> Earn XP, Medals, Certificates, and More... <u>LMS:</u> Create/Manage Assignments, Easy Grading, AI generated quizzes <u>Multi-Year Portfolio of Achievements, Class/Grade Gallery, Monitor Student Progress, Journaling, Teacher-Student Communication, etc.</u> <u>Access:</u> Password Access, Unlimited Streaming, No Ads, Secure Data. <u>Schoolwide coordination:</u> Accreditation-Aligned Administrative Data Outputs and Performance Reports.
Platform Benefits	School Wide Performance Dashboards for Administrators Holistic & Modular Teaching Aid That Saves Time & Reduces Burden Easy to Use & Super Engaging Cumulative Learning for Kids & Teens

Cultural Intelligence Education: Fostering Literacy, Awareness and Competency

by Nourane Harbaz and Severine Minot



In the last few decades, we have witnessed the proliferation of many terms used to refer to the sets of attitudes, aptitudes and forms of knowledge that prepare youth to work and collaborate effectively with people of different cultures, and which promote a genuine appreciation and respect for the multitude of cultures worldwide. Cultural literacy, cultural awareness, cultural competency, and cultural intelligence are usually thrown around without distinction, often used as synonyms. The distinction is, however, quite important, given the need to inform teaching strategies and establish clear learning objectives as well as measures of progress in the field of education.

Michael Goh (2012) explains that a successful cross-cultural journey ought to begin with a multicultural education, focused on preparing the youth to live as globally engaged citizens. Goh (2012) argues that fostering a more peaceful and just world, must begin with the willingness to go beyond the face-value desire of being nice to one another, and go further, in the commitment to promote the development of relevant knowledge, attitudes and a strong skillset (know how) that prepares students to work, and effectively adapt across different cultural settings.

Cultural literacy refers to the accumulation of knowledge about a culture. Foundational scholarship on cultural literacy focused initially on concerns related to the American educational system, and challenges, not only in teaching students to read and write, but in doing so, while bolstering students' knowledge about their own culture. (Hirsch et al., 2002 [1984]) In the context of Global Citizenship (GC) and international education however, cultural literacy is also, and often, framed as cross-cultural literacy, intercultural literacy, or even foreign cultural literacy. (Berman, 1997; Kuttenberg, 2003; Heyward, 2004; Fehr, 2018; Kobakhidze, 2021; Suharni, & binti Hussein, 2024)



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Literacy refers to reading and writing; though it implies understanding, how to 'make sense of systems of signs and symbols, from language systems to broader cultural frames of reference. Semiotics (Charles Sanders Peirce) and Semiology (Ferdinand De Saussure) are useful to understand that cultural literacy is not only linguistic fluency, but also a symbolic form of cultural capital (Bourdieu, 1986). Cultures are complex systems of signs and symbols, and cultural understanding allows us to derive meaning from social exchanges. Cultural literacy, therefore, serves as leverage in navigating varied cultures and fostering effective and respectful cross-cultural relations.



Cultural literacy entails developing knowledge about one's own culture and about other cultures around the world, garnering exposure to diverse societies and lifestyles, and an awareness of cultural similarities and differences.



Cultural literacy is the lifelong and on-going cumulative knowledge that is needed to understand the common and shared frames of reference of social groups, our own, and those of others. It enables us to understand how different groups of people make-meaning in their own unique ways, and in relation to their specific context, their traditions, history, languages, norms, values, and beliefs.



Exposure to the frames of reference of others marks the start of this learning journey across cultures. According to Hirsch (1988) "To be culturally literate is to possess the basic information needed to thrive in the modern world." (xiii) Cultural literacy is the bedrock of cultural intelligence. It is a foundational pillar of cultural intelligence education. As students learn about their own culture, and hopefully about different cultures around the world, they access insights that inevitably deepen their understanding of global and local realities.

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“Cultural literacy demands more than mere linguistic skills; it demands participation in and knowledge about a shared body of knowledge, a knowledge of the culture of the country.” (Hirsch 1983:1) Without basic exposure to others and their frames of reference, people usually rely on limited information, content they might have come across in the media, or through friends or stories in the news. Often, this means relying on superficial exposure, which might produce and reproduce forms of bias, prejudices and stereotypes. Cultural literacy is the first step to challenge stereotypes and prejudices.

Salo-Lee (2007) explains that cultural literacy refers to garnering "cultural capital" which allows individuals to understand and attribute appropriate meaning and provide a correct explanation, when they encounter unfamiliar 'Others'. The more culturally literate a student becomes, the greater their awareness. They start to recognize and more clearly perceive and interpret the cultural practices of 'Others'. Cultural awareness serves as the attitude pillar, the propensity to make sense of the world, beyond the default prism of one's own culture (Drame et al., 2021).



This stage of the cross-cultural journey is founded on critical self-reflection. Cultural awareness is an attitude anchored in the "sustained and intentional process of identifying and checking the accuracy and validity of one's perceptions through consistency and consciously considering perceived assumptions." (Byrd & Indar, 2025:4) From a global education perspective, cultural awareness means recognizing the (un)conscious biases people hold about 'Others', as well as one's own. Cultural awareness inevitably creates opportunities in a global world, and it serves as a "precursor for authentically leading and implementing sustainable change within a school community." (Idem)



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With cultural awareness, students can begin to develop competencies. One has to know about chopsticks, and what they are used for and how, to then try simulating the grip with two pencils at school, and then, becoming good at using “real” chopsticks to eat noodles. Cultural competency is also valuable cultural capital. It is the skill pillar which entails the ability to adapt and perform effectively in cross-cultural contexts.

Cultural competency takes many forms, from language skills and the capacity to act/react in alignment with cultural norms and values. It includes myriad forms of know-how and demands resourcefulness, authenticity and the capacity to learn and adapt. Cultural competency in a global world is a key skill and a core component behind cross-cultural leadership (Byrd & Indar, 2025).

Cultural competency is reflected in a combination of consistent behaviors, attitudes, and underlying values that guide agency/choice in navigating interpersonal cross-cultural situation. (Byrd & Indar, 2025) This competency acknowledges, affirms, and appreciates cultural differences (Drame et al., 2021). For educators, it is a capacity to exhibit positive leadership practices aligned with an awareness and understanding of the world. To then engage with students meaningfully across cultures (Byrd & Indar, 2025) and transfer this competency to students.

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In time, with cumulative learning and growing insights of cultural literacy, cultural awareness develops; and, with opportunities to engage with different practices, this awareness spurs on the acquisition of cultural competencies.

This applies to the way people relate to their own cultures of belonging, and to how they relate to the “other cultures” that they encounter throughout their life. With the ability to understand, compare and contrast, to adapt, engage and perform effectively in varied cultural settings while thinking critically and strategically, students are bound to develop Cultural Intelligence (also known as CQ).



CQ represents the “flexibility” pillar, which is defined as the ability of an individual to cope smoothly in culturally diverse contexts (Earley & Ang, 2003). CQ is necessary to tackle the global challenges that we are facing and will continue to face, as people across cultural backgrounds are called to work, and live together. This is why CQ is a keystone of Global Citizenship (GC).

GC is a commitment to many things:

- to peace-building,
- to responsible global tech development and use,
- to climate and environmental action,
- to ecological stewardship,
- to human rights and dignity,
- to sustainable community building,
- to international economic solvency and fiduciary duty,
- to prosocial policy development with transparent and accountable government.

All of these key commitments should entail local as well as global consultation, leading to collaboration and concrete action. Solving the big problems affecting humanity and planet earth, means working together peacefully, across cultures, and beyond borders, despite differences.

As Michael Goh (2012) explains: “The epitome of cultural intelligence is for teachers and students to be able to hold fast to their own worldviews, while critically examining and debating an opposing and perhaps even offensive worldview.” (p. 412) Engaging in debate and respectfully agreeing to disagree is part of a more fundamental process, that of working together in good faith and peacefully. This is in part why CQ is a vital factor of employability in a global economy, and a key element of success in international affairs, diplomacy, international cooperation, and peace building.

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With clarity on these terms, we can move our focus to the challenges inherent in integrating cultural literacy, cultural awareness and competency, and CQ in schools. The playbook of best practices is not yet written, but there are loads of amazing teachers with great ideas around the world. Making these relevant to the everyday rhythms of the classroom (Earley & Ang, 2003) across grades, and subjects, demands innovative thinking, and this requires us to move from theory to practice.



As a foundation, teacher education should provide aspiring educators with substantive exposure to a wide range of cultures, both near and far. Teachers are brokers of cultures (See cross-cultural brokering), they are intermediaries between learners, local cultures, and other imagined communities (See Benedict Anderson), and varied ethnoscapes (See Arjun Appadurai). Epistemological pluralism, or the ability to view the world through different lenses, such as a polymath would, is a key aspect of CQ. An example of brokering would be when teachers adjust their verbal and non-

verbal behaviors in order to facilitate understanding as well as establish meaningful relationships with diverse students and their parents, thereby acting as a role model of cross-cultural adaptation (Turner, 2007).

Goh (2012) argues that best practices in CQ education entails abandoning monocultural pedagogies, and developing teaching and learning strategies that allow students to examine and understand their cultural beliefs as normalized behavioral patterns, instead of general truths. Another compounding challenge is that the onus falls disproportionately on teachers who are often already stretched thin.

Some of the key challenges for teachers, include access to content that is appropriately curated to include in lesson plans. While AI is increasingly used by teachers to develop course content, it still takes time to fact check, curate, and edit content, as well as search for useful audio and video content that can be used as teaching aids. Teachers are already stretched to their limits, And it is perhaps unreasonable to expect teacher to develop curated content for different grades and across subjects along with relevant, practical and feasible pedagogical strategies that would be applicable to activities in and out of the classroom, across curricular and extracurricular programing.

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Teachers can't do it without a broader coordinated institutional commitment. Indeed, effective implementation of CQ education best practices entails working with administrators and program coordinators, to establish an on-going multi-year strategy, that is cumulative from kindergarten to grade 12, with teachers as core facilitators, along with student-life coordinators, librarians, etc. A commitment to CQ education also means fostering a positive school culture that prioritizes social justice and equity, while celebrating differences and embracing multiculturalism.



However, there still exists an enormous gap in the educational system as the pedagogical training which educators receive, often does not include cross-cultural literacy, awareness or competence. Michael Goh (2012) noted that most school curricula incorporate human relations and diverse classroom courses, though most schools fall short of offering a multiyear CQ education framework with measurable and cumulative learning outcomes year on year.



Moreover, Drame et al. (2021) point to a curious paradox: high levels of self-cultural awareness alone can sometimes impede the development of cross-cultural competency if students are not also trained to confront difficult issues like implicit biases and ethnocentrism. Thus, in order to foster cultural intelligence beyond one's own culture, pedagogical strategies should be adapted to provide opportunities for on-going discussions and critical self-reflection to challenge ethnocentric biases, prejudices and stereotypes.

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In order to bring K-12 cultural intelligence education to the next level, we have to reconsider old and outdated strategies. It is no longer sufficient to hold occasional international day events, to engage only a handful of students in programs like “Model United Nations” or to have an international faculty body.



Regular exposure to international and cross-cultural didactic content, across subjects, as well as gamified, and structured cumulative learning from kindergarten to grade 12, represents a more holistic solution. It integrates structured global literacy, and opportunities to develop cultural awareness and competencies, to nurture cultural intelligence across the formative years of schooling. It should be part of children’s developmental process, and this necessitates a shift towards modular tools, a strong emphasis on daily micro-learning, as well as incentivized educational gameplay without commercial breaks (Collins et al., 2016).



Combining school wide and classroom educational technology and online gameplay, the GCCIE platform, launched on September 1st 2026, offers an interactive experience that will enable teachers to save time, keep students engaged with incentives and reward systems, and provide measurable educational outcomes over the entire primary, middle and high school program.



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In turn, accreditation bodies benefit from a set of standardized tools that render clear data on school-wide k-12 engagement with global citizenship and cultural intelligence content, as well as comparative multi-school scores on teaching and learning.



The world of educational tech now offers access to many cultural intelligence learning tools, but these are scattered across multiple apps, which lack integration into the broader organizational culture of “school life.” Imagine a schoolwide system with LMS functionalities, offering access to curated GC and CQ didactic content, all organized by topic, allowing modular applications across all grades and all subjects. Imagine: intuitive assignment management, easy homework submission, and speedy grading, layered with educational gameplay and performance rewards, not to mention opportunities for independent and group study, as well as project-based learning. We designed the GCCIE platform, with all this in mind, but we also wanted to make it fun for kids and teens to learn about the world, while providing capacity building tools for teachers and administrators.

In designing the GCCIE platform, we also considered that computers and tablets in schools should be used responsibly and in small doses, and most importantly as integrated into school and class activities. GCCIE drives a school-wide integrated framework that allows modular application across grades and subjects, while going beyond curricular programming, to include both co-curricular and extracurricular learning opportunities, without requiring a lot of screen time. The GCCIE platform allows students to stay engaged from kindergarten to grade 12, and it makes it easy for teachers to facilitate class discussions and debates and fun classroom activities. The system was designed so that systematic and routine exposure to the GCCIE platform over time, prepares kids and teens to confidently tackle their globally connected futures.



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Local-Global Perspectives

Negotiating “Personal Space” in Crowded Cities: Tokyo / Lagos / New York

by Alyssa Kleinert

How close is too close?

If you put more than 10 million people in one place... what happens to personal space?

Is Personal space a universal?

Learned at a young age.

Too close? Uncomfortable...

Someone bumps you without discomfort or apology? Rude...

But how do we define “too close”?

That would depend entirely on where in the world you are?

Let's take a closer look at three of the world's most populated cities – and how they tackle high population density.

Tokyo, Japan: Quiet Proximity



Tokyo is one of the most famous cities for its crowdedness. As of 2026, the population of Tokyo was estimated at 14.27 million, while the region of Greater Tokyo Area was between 36.95 and 41.2 million residents, depending on the zones included.

Take Shibuya Crossing for instance, which sees 1000 to 2,500 people make their way through the intersection every two minutes, making it one of the busiest pedestrian crossings in the world. You could be in the middle of Shibuya Crossing and most of what you will hear are passing cars and the steady pace of footsteps, but talking or interaction is kept to a minimum.



Famously, at rush hour, Tokyo's crowded trains entails passengers packed into the train cars, standing shoulder to shoulder. Train staff will go as far as to push passengers in, to allow the doors to close. But if you were to ride any busy Tokyo train you might be surprised to find silence.

Phones are on silent – Conversations minimal and left to low whispers – Eye contact is limited.

Tokyo shows us that personal space isn't necessarily physical but can also be behavioural. The commitment to discretion and calm, trumps the shoulder-to-shoulder reality as quiet crowds fill public spaces.

Local-Global Perspectives

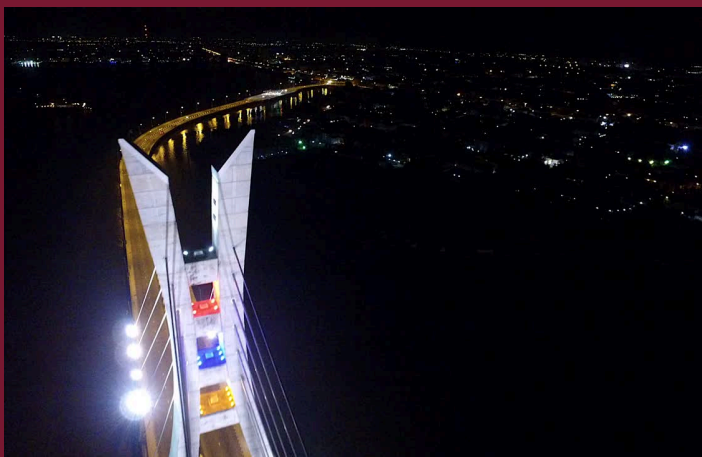
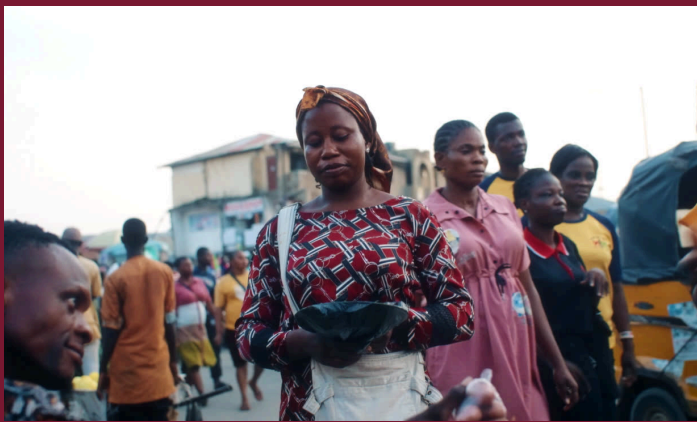
Negotiating "Personal Space" in Crowded Cities:
Tokyo / Lagos / New York
by Alyssa Kleinert

Lagos: Energy Is the Space

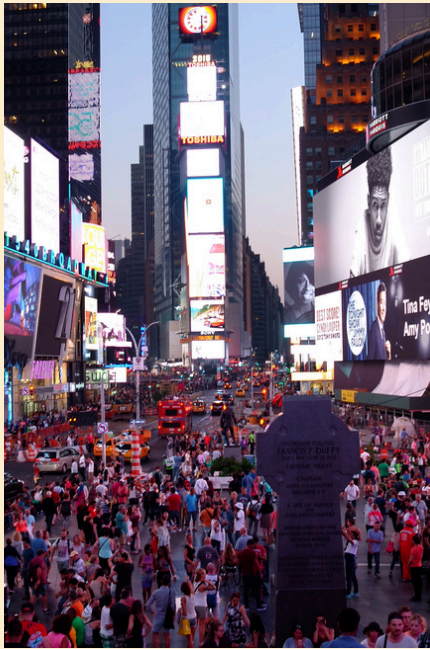
Lagos is the former capital of Nigeria and remains one of Africa's largest and fastest-growing cities. As of 2026, the population of Lagos, Nigeria was estimated between 17 and 22 million residents. This makes Lagos the most populous city in Africa. Differing from Tokyo, Lagos thrives on interaction. The city is packed with markets, buses, and a vibrant community of forthcoming people.

Space is shared both loudly and openly. You might catch strangers joking and engaging with one another. Being physically close is considered normal but so is connection and social interaction.

Lagos does not consider physical closeness invasive, but rather communal, creating a model of social interaction that normalizes a lively hustle and bustle that we can witness across the city. People chat and laugh loudly, and call out to each other from a distance. The high population density in Lagos makes it a lively place where anyone could potentially start a conversation with you.



New York: Bubble in a Crowd



New York City is one of the most densely populated cities in the United States and globally. The population of New York Metropolitan Area is over 20.1 million people. Subways, sidewalks, and most neighbourhoods are packed with people, all day every day. It is known as “the city that doesn’t sleep”. In New York, commuters are in their own bubble despite close proximity, and people generally respect each others invisible boundaries. New Yorkers don’t consider this unfriendly by any means. Instead interactions with strangers are mainly purposeful, rather than random and socially spontaneous. But if you need help with directions people are quick to step in.

New Yorkers take comfort in a sense of personal privacy, even in crowded public spaces, wherein people mind their own business. People often move quickly and with purpose maintaining minimal eye contact. New Yorkers keep to themselves, or might have conversations with the people they are commuting with, but interactions with strangers are usually minimal.

In the city that never sleeps, people value their sense of personal space. It’s a form of respect to let everyone enjoy this dynamic concrete jungle in their own way.



It’s All Relative!

Different cultural norms prevail in cities of similar size and social density. Norms around social proximity and interactional engagement vary depending on what each culture values.

Preferences are socialized and most often in line with personal histories. Norms however, are collectively produced. Newcomers, sooner or later, learn and adapt to local norms and customs.

Cultural Intelligence is about knowing what to expect, negotiating differences with ease, and appreciating the learning that comes with cross-cultural agility. Exploring cities around the world is always an opportunity to become familiar with local ways of life.





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ENGLISH FOR ALL PRESENTS

GLOBAL ACTION HACKATHON 2026

Local Actions.
Global Voices.



3 – 31 OCTOBER 2026 - ONLINE

SDG 13 - CLIMATE ACTION

WHO WE ARE

ENGLISH FOR ALL

A non-profit founded in 2021 that connects classrooms across continents and uses English to empower students to become global citizens. Our four learning pillars are **English as a lingua franca**, **global citizenship**, **peer learning** and **experiential learning**.

English for All is not an English course. It is an opportunity for students to learn by doing, in a virtual exchange programme experience.

THE 2026 PROGRAM

WHAT THE HACKATHON IS

For four weeks, teams of four to six students aged 14–18, each guided by their own teacher, turn one real climate problem in their community into a plan they can actually start. Every Saturday they meet online in a **Global Peer Pod**: three teams from three different countries that stay together to the end, presenting their work and giving each other feedback.

What they produce

A 30-day action plan and a 2-minute pitch video.

How it is judged

An international panel scores every video on five criteria.

What happens next

The best-scored project receives a grant to put its plan into practice.

3 OCTOBER - OPENING SESSION

Guest speakers from the **GCCIE** open the programme with a session on **Global Citizenship**.

ENGLISHFORALL.ORG.COM

Follow the journey. 68 students, 15 teams and 7 countries, with one Global Showcase on 31 October.

TOP TEN NEWS IN GLOBAL CITIZENSHIP EDUCATION (GCED)

By Mohamed Hachnaoui

The field of Global Citizenship Education (GCED) is undergoing a dynamic evolution around the world. This article highlights a selection of ten significant initiatives in the field, which reflects innovation, impact, and international collaboration in GCED practices.

1. UNESCO Announces First Global Citizenship Education Prize Laureates



For more information click here: <https://www.unesco.org/en/articles/projects-ecuador-and-united-republic-tanzania-win-first-edition-unesco-global-citizenship-education>

In early 2026, UNESCO announced the selection of the first winners of its Global Citizenship Education Prize, highlighting projects that demonstrate how education can make a real difference in communities. Among the winners were a youth-led peace initiative in Tanzania, as well as a school program in Ecuador that connects learning with life in the Amazon, with a focus on indigenous knowledge and environmental care. What stands out about these initiatives is that they were not merely theoretical; they were grounded in practice, in responding to real community needs and engaged students in meaningful action. Selected from over 150 nominations across 76 countries, these initiatives showed how global citizenship can be taught through practical experience. Each winner received \$50,000, but beyond the funding, the recognition itself sent a strong message: education should help people build empathy, think critically, and contribute meaningfully to society (UNESCO, 2026).

2. The 12th Youth Leadership Workshop on GCED in Seoul, South Korea



For more information click here: <https://www.globalsouthopportunities.com/2026/03/14/youth-48/>

The 12th Youth Leadership Workshop on Global Citizenship Education took place in Seoul, South Korea, between the 8th and 12th of June 2026. The program was designed for young people who want to move beyond ideas and make a tangible impact in their communities. It connected global issues such as climate change, human rights, and digital literacy with local action, encouraging participants to transform ideas into concrete projects. The workshop also emphasized collaboration, bringing together individuals from diverse cultural backgrounds to exchange perspectives and work together. Through mentorship and hands-on activities, participants developed practical skills in leadership and problem-solving. This program illustrates a broader shift in education toward empowering youth to actively respond to global challenges (Global South Opportunities, 2026).

3. UNESCO Strengthens GCED Through Regional Peace and Citizenship Courses



For more information click here: <https://www.unesco.org/en/articles/latin-america-and-caribbean-unesco-provides-training-culture-peace-and-global-citizenship>

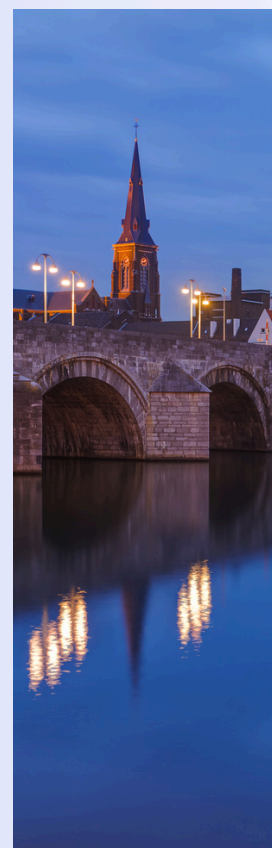
In early 2026, UNESCO, in collaboration with APCEIU, organized an online training course for participants from Latin America and the Caribbean focused on the culture of peace and global citizenship. The program brought together over 200 participants, including educators, policymakers, and civil society representatives. What stood out was how practical the training was; it did not focus solely on theory but encouraged participants to engage through discussions, case studies, and collaborative work. The sessions addressed real issues such as social polarization, conflict resolution, and the importance of intercultural dialogue. This type of approach proved especially important because it helped educators connect global ideas to local realities. By the end of the course, participants were equipped to promote critical thinking, empathy, and civic responsibility in their classrooms. It demonstrated how education can actively contribute to more inclusive and peaceful societies (UNESCO, 2026).

4. Digital Citizenship & the Future of Education Debated at Maastricht Symposium



For more information click here: <https://www.aanmelder.nl/170534>

At Maastricht University's 2026 GCED Symposium, educators and researchers explored how digital citizenship is transforming the way education is understood and delivered. The discussions focused on highly relevant issues such as misinformation, responsible social media use, and participation in online spaces. What was particularly important was the emphasis on preparing students not only to use technology, but also to question and critically understand it. The workshops encouraged educators to rethink their teaching methods and incorporate skills such as media analysis and critical thinking. It also became clear that schools cannot address these challenges alone; cooperation between institutions, governments, and society is essential. The symposium confirmed that digital citizenship is no longer optional but is becoming a core component of education in a world where online spaces strongly shape opinions and behavior (Maastricht University, 2026).



TOP TEN NEWS IN GLOBAL CITIZENSHIP EDUCATION (GCED)

By Mohamed Hachnaoui

5. Pedagogical Debate Gains Ground to Enhance GCED Competencies



For more information click here: <https://www.maastrichtuniversity.nl/news/what-does-digital-citizenship-demand-education-today>

A study published in Frontiers in Education in early 2026 highlighted how debate and problem-based learning are increasingly being used in global citizenship education. Instead of relying on traditional teaching methods, educators encouraged students to actively engage with complex global issues such as climate change and human rights. This approach made learning more meaningful because students were not simply memorizing information; they were analysing, questioning, and forming their own perspectives. Through debate, learners developed skills such as communication, critical thinking, and the ability to consider different viewpoints. Problem-based learning also pushed them to identify practical solutions, directly connecting learning to real-world challenges. This shift indicated that education is moving toward a more active and participatory model, where students are expected to think independently and take responsibility for their role in society (Frontiers in Education, 2026).

6. Global Summit on Empathy and Citizenship Education Takes Place



For more information click here: <https://www.psu.edu/news/penn-state-global/story/experts-gather-international-empathy-and-global-citizenship-summit>

An international summit on empathy and citizenship education was held in the United Kingdom in 2026, bringing together educators, researchers, and youth leaders to discuss the role of emotional intelligence in learning. The event focused on how empathy can influence the way young people engage with others and respond to global challenges. What made this initiative particularly significant was that the discussions went beyond academic skills and examined the emotional dimension of education, which is often overlooked. Participants shared practical strategies for integrating social-emotional learning into classrooms and helping students build resilience. There was also a strong emphasis on connecting these skills to real-life situations, such as conflict resolution and community engagement. The summit reflected a growing understanding that being a global citizen is not only about knowledge, but also about how individuals relate to others and act with awareness and responsibility (Penn State University, 2026).

7. Irish Aid Launches GCED Grant Scheme for 2026



For more information click here: <https://www2.fundsforngos.org/education/irish-aid-global-citizenship-education-grants-2026-ireland/>

Irish Aid launched its 2026 Global Citizenship Education grant scheme in early 2026, offering support to organizations working on education and social development projects. The initiative focused on encouraging active citizenship, sustainability, and global awareness at both local and international levels. What made this initiative particularly important was its emphasis on practical impact; these grants were not only about ideas but about funding concrete projects capable of influencing communities. Organizations were encouraged to adopt creative and participatory approaches, reflecting a shift away from traditional top-down education models. The program also highlighted key values such as human rights and environmental responsibility, which are central to GCED. This initiative demonstrated the pivotal role of funding in transforming educational goals into real action, especially when it supports grassroots efforts and community-based learning (Funds for NGOs, 2026).

8. National Initiative in Lebanon: “The School of Citizenship”



For more information click here:

<https://www.unesco.org/en/articles/lebanon-launches-school-citizenship-advance-education-peace-and-resilience>

With the support of UNESCO, Lebanon introduced the “School of Citizenship” initiative to integrate global citizenship into its national education system. The program focuses on peace education, human rights, and sustainable development, while also taking into account the country’s specific social and cultural context. A particularly meaningful aspect of this initiative is its effort to connect global ideas with local realities. Teachers are being trained to adopt more inclusive and interactive teaching methods, helping students think critically and engage in dialogue. The initiative also encourages students to participate in community-based activities, making learning more practical and relevant. This reflects a strong national commitment by Lebanon, to leverage education as a tool to promote global thinking and sustainable local social development. (UNESCO, 2026)



9. International University Collaboration Strengthens GCED Skills



For more information click here: <https://www.kku.ac.th/en/261965/>

Khon Kaen University partnered with the University of Tsukuba in 2026 through the “CAMPUS-Asia 6” program, creating new opportunities for students to engage in international collaboration. This initiative went beyond traditional academic exchange, allowing students to experience different cultures directly and work together on shared projects. Such exposure proved essential because it helped students develop adaptability and open-mindedness, which are key components of global citizenship. Through workshops and joint research activities, participants learned how to communicate across cultural differences and approach problems from multiple perspectives. These experiences are difficult to replicate within a conventional classroom environment. Programs like this highlighted how universities can play a crucial role in preparing students for a globalised world by combining academic learning with meaningful intercultural interaction (Khon Kaen University, 2026).

10. Regional Education Forum in Jordan Highlights Citizenship Values



For more information click here: <https://qrta.edu.jo/en/articles/901>

The “Educating for Tomorrow” forum, hosted by the Queen Rania Teacher Academy, was held in Jordan in early 2026, bringing together educators and policymakers from over 70 countries to discuss the future of citizenship education. The discussions focused on how to teach values such as tolerance, respect, and civic responsibility in a rapidly changing world.

The forum addressed concrete challenges including migration, inequality, and cultural diversity, rather than remaining at a purely theoretical level. Participants shared practical strategies and experiences, making the exchanges more grounded and applicable. The event also highlighted the importance of collaboration between different countries and education systems. Overall, the forum provided a strong indication that global citizenship education is becoming a shared global priority, and that meaningful progress depends on dialogue, exchange, and the willingness to adapt education to contemporary realities (Ammon News, 2026).

GCCIE AT THE TRI-ASSOCIATION EDUCATORS CONFERENCE IN DOMINICAN REPUBLIC

**GCIC Co-founder and
CEO, serving as GCCIE
Co-Director, Andrew
Frezludeen attending
TRICON 2026**



**From Left to Right:
Alejandra Abreu,
Michael Adams,
Rocio Cabrera,
Andrew Frezludeen,
Gerardo Rodriquez.**



Developing Global Mindsets: Connections and Conversations at TRI 2026

What a great experience at TRICON 2026, “Igniting Curiosity. Empowering Learning. Inspire Change”. It was wonderful to connect with so many educators, exchange ideas and share what we are developing through GCCIE.

One message that really stood out was the recognition that one-off events and activities are not enough to develop global mindsets, intercultural awareness and Cultural Intelligence. Many educators saw the need for a more intentional, sustained approach, one that can become a daily habit and be embedded into the learning journey over time. Many saw GCCIE’s 8–12 minute daily routine as a practical way to make that happen.

There was great interest in exploring GCCIE’s framework and seeing how the modules could be adopted, adapted and integrated into school culture and practice.

A sincere thank you to Michael Adams and the entire TRI team for creating such a valuable space for educators to connect, learn and share ideas. An inspiring few days and many exciting conversations to continue

Andrew Frezludeen, GCCIE Co-Director

TESTIMONIAL ON THE GCCIE PLATFORM

What Teachers Say:

Students demonstrated curiosity and critical thinking when analyzing how transportation reflects each country's lifestyle and development.

Students showed enthusiasm during the Challenge Mode activities and actively participated in class discussions.

The GCCIE platform provides a structured and engaging environment where students can strengthen their reading and language skills.

The challenge mode is especially effective in maintaining motivation and active participation."

The students showed a positive attitude toward learning and I noticed high levels of participation during the activities. Students were motivated and interested in the topic.

The module was interesting and helped students understand better.

Students responded positively to the country comparison activities.

Students were engaged while discussing similarities and differences between sports traditions in different countries.

The modules promoted cultural understanding and encouraged students to make global connections.

What Students Say:

I really like the platform because now we have badges and levels. It makes learning feel like a game and motivates me to log in from home on my own!

I enjoyed the quizzes because they felt like a game. It made me want to keep trying and do better!

The activities are easy to follow and the visuals help a lot. I really enjoyed this module.

I enjoyed the activities and learning about modern Chinese literature.

I liked comparing Croatia, China, and Colombia because I learned that clothes can show a lot about a country's culture.

The module was interesting and I enjoyed learning about different fashion traditions from another country.

The videos helped me understand the topic better and made the class more interesting.

I liked the videos because they made the lesson more interesting and helped me understand the celebrities better.

What GCCIE Content Development Interns Say:

I learned that there is a lot of more to a country than what we might associate with it at first. And that there are so many aspects to explore on top of history, culture or politics such as transportation, migration flows and even a country's shopping malls markets!

Actually, a fun fact, this summer we picked up some hitch hikers and one of them was Australian and since I worked on Australia, I had an opportunity to have a really nice conversation with them. Also i am pretty much winning any trivia game from now on.

I just learned to be careful with a lot of things regarding others' cultures and beliefs, my overall sensitivity and awareness is something I can strongly feel now.

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Global Citizenship & Cultural Intelligence Education

Book a Free Demo Session
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**We're excited to share knowledge,
inspire learning, and grow together!**

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