

DIGITAL GLOBAL CITIZENSHIP EDUCATION  
FOR YOUNGSTERS AND EDUCATORS

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# Examples of **Power** **Imbalances in** **Dialogue**



**THIS TOOL WAS DEVELOPED BY  
POVOD, INSTITUTE FOR CULTURE AND  
DEVELOPMENT OF INTERNATIONAL  
RELATIONS IN CULTURE**

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01

## Learning Objectives

Learners will identify various forms of repressive communication that arise in D-GCE from underlying power imbalances.

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## Connection to GCE / D-GCE / Hybrid GCE

By surfacing and naming power imbalances and their communicative effects, this exercise helps co-create safer—and braver—spaces for inclusive global citizenship education.

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## Participants

Up to 20 people (trainers, educators, activists, students, NGO staff) with diverse backgrounds, committed to reflecting on privilege and oppression.

04

## Duration

60 minutes (including video viewings, polls, reflection, and group discussion).

# Preparation

**Videos:** Select or prepare three short clips that illustrate power imbalances in dialogue.

## **Suggested topics:**

- Mansplaining
- White fragility
- Tokenism

**Platform:** Choose a GDPR-compliant tool with anonymous polling.

**Triggers & Discomfort:** Have a brief reminder script ready (see below).

**Polls:** Create two anonymous polls in advance:

- Poll 1: "Have you ever experienced or witnessed this type of repressive communication?"
- Poll 2: "Are you concerned this may occur in your upcoming implementations?"

## **Trigger/Discomfort Reminder Script**

"Some of today's content may be triggering. We'll discuss injustices - some you may not have experienced personally. If you feel discomfort (withdrawal, denial, defensiveness), know it's different from a trigger reaction. These feelings can signal that your own privilege is being challenged. Let's acknowledge them without shame, listen with open hearts, and take responsibility to learn from others' experiences."

# Instructions for Implementation

- **Opening** (5 min)
- **Read the Trigger/Discomfort Reminder.**
- **Video Rounds** (30 min)

For each of the three topics:

- Play video.
  - Invite brief open-floor reflections.
  - Launch Poll 1; display results.
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- **Intersectional Diagram** (10 min)
  - Present a diagram with three layers:
  - Personal Characteristics (age, gender, ethnicity, disability, sexuality, etc.)
  - Systems of Oppression (ableism, ageism, racism, patriarchy, xenophobia, etc.)
  - Structures/Institutions (capitalism, neoliberalism, employers, educational systems, policy bodies, etc.)
  - Use ageism as a concrete example.
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- **Group Reflection** (10 min)
  - In small groups or plenary, ask participants to map one video example onto:
  - The personal characteristic(s) involved
  - The intersecting system(s) of oppression
  - The reinforcing structure(s)/institution(s)
  - Groups share back key insights.
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- **Future Planning Poll** (5 min)
  - Launch Poll 2 to gauge concern about encountering these dynamics in upcoming work.

# Sum Up / Debriefing

## Key Questions:

- What personal reactions did you notice during the videos?
- How did mapping characteristics, systems, and structures deepen your understanding?
- Which one action will you take to address these power imbalances in your next session?

## Trainer Tips

- Emphasize anonymity to foster honesty.
- Use real-life or locally relevant examples where possible.
- Ensure all materials are accessible (captions, transcripts, screen-reader friendly).
- Provide referral resources (mental-health, legal support) if discussions become intense.
- Follow up with a one-page "Power & Communication" cheat sheet.



# Skills – SDGs – Key Competences Chart

## Skills SDG

## Targets GCE

## Competences

Critical Awareness

**SDG 5:** Gender Equality

Critical Thinking

Empathy & Solidarity

**SDG 10:** Reduced Inequalities

Social Competence

Digital Literacy

**SDG 9:** Industry, Innovation & Infrastructure

Digital Competence

Inclusive communication

**SDG 4:** Quality Education

Intercultural Competence

Reflection & Self-care

**SDG 3:** Good Health & Well-Being

Emotional Regulation

**5** GENDER EQUALITY



**10** REDUCED INEQUALITIES



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**4** QUALITY EDUCATION



**3** GOOD HEALTH AND WELL-BEING



## References & Links

- [Mansplaining video](#)
- [White fragility video](#)
- [Intersectionality diagram template](#)
- **Case Study:**

*Is Mansplaining Gendered? The Effects of Unsolicited, Generic, and Prescriptive Advice on U.S. Women*

