

DIGITAL GLOBAL CITIZENSHIP EDUCATION
FOR YOUNGSTERS AND EDUCATORS

Not Just Ticking Boxes



01

Learning Objectives

Participants will understand and practice transformative safeguarding in digital Global Citizenship Education (D-GCE). They'll learn to distinguish mere compliance measures ("tick-boxes") from genuine interventions that prevent, protect, and transform unequal power dynamics toward truly equal participation.

02

Connection to GCE / D-GCE / Hybrid GCE

This tool embeds the six safeguarding pillars (Prevention, Protection, Partnership, Accountability, Proportionality, Empowerment) within the four GCE principles (Power Awareness, Critical Consciousness, Healing Justice, Risk Assessment). By applying them in D-GCE settings, trainers ensure online activities foster critical global consciousness and learner agency, not just attendance tracking.

03

Participants

- Size: Up to 20 (including facilitator)
- Profiles: Educators, youth-workers, trainers designing or delivering D-GCE programs
- Interests: Power dynamics, arts-based learning, gender equity, digital facilitation

04

Duration

60 minutes total

- 10' Model Introduction
- 25' Case-study Breakouts
- 15' Group Share
- 10' Reflection & Debrief



Preparation

1. **Presentation deck** on the transformational safeguarding model and its six pillars.
2. **Two case studies** of D-GCE programs illustrating tokenism vs. transformation.
3. **Facilitator question sets** for unpacking each case (see Section 7).

Instructions

Introduce the Model (10')

- Display the concentric diagram: center "Self-Agency," middle ring the six pillars, outer ring the four GCE principles.
- Define "transformative learning objectives" as those that shift power structures, not just convey content.

Case Study Breakouts (25')

Split into two groups - each tackles one case.

Case A (Tokenistic Invite)

"Invite a Black Nigerian author online to discuss anti-racism in predominantly white classrooms using Eurocentric texts."

- Power Awareness: Who really drives the conversation?
- Critical Consciousness: Is Eurocentrism challenged or merely supplemented?
- Risk Assessment: What stereotypes might we unwittingly reinforce?
- Transformative Rewrite: e.g., "Participants will co-design a culturally diverse syllabus with Nigerian educators to challenge dominant narratives."

Case B (Surface-Level Advocacy)

"An EU-wide online course for youth workers on the economic benefits of Global South migration."

- Healing Justice: Are migrant voices centered or instrumentalized?
- Partnership: Were migrant-led organizations involved in design?
- Protection & Proportionality: Could the messaging reinforce negative stereotypes?
- Transformative Rewrite: e.g., "Participants will partner with migrant youth to co-create advocacy campaigns that foreground lived experiences alongside data."

Group Share & Reflection (15')

- Each group presents one "Before & After" learning objective.
- Peers provide feedback on how to deepen the transformative impact.

Skills – SDGs – Key Competences Chart

Skills SDG

Targets GCE

Competences

Empathy & Active
Listening

SDG 4: Quality Education

Socio-Emotional
Competence

Critical
Thinking

SDG 5: Gender Equality

Critical
Consciousness

Collaborative
Design

SDG 10: Reduced
Inequalities

Participatory
Partnership

Reflective
Practice

SDG 16: Peace
& Justice

Learning to
Learn

4 QUALITY
EDUCATION



5 GENDER
EQUALITY



10 REDUCED
INEQUALITIES



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Debrief / Reflection

- What surprised you about the initial “tick-box” designs?
- Which principle was hardest to apply?
- What concrete change will you implement next?

Trainer Tips

- Pre-read Materials: Share key GCE concepts (power, agency, justice) in advance.
- Arts-Based Probes: Use drawing or role-play to surface hidden biases.
- Follow-Up Session: Reconvene to review participants’ real-world redesigns and offer peer coaching.



References & Links

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- 3. Global Citizenship Foundation. "Transformative Pedagogy in GCED." 2025.
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