Transformative Safeguarding in D-GCE Programs

01 Learning Objectives

Learners will co-create action plans to mitigate power imbalances in digital global citizenship education (D-GCE) and transform participation toward inclusivity through preventive, protective, and transformative safeguarding—anchored in self-agency, partnership, accountability, proportionality, prevention, and protection, guided by power awareness, risk assessment, critical consciousness, and healing justice.

02 Connection to GCE / D-GCE / Hybrid GCE

This tool embeds a safeguarding mindset directly into D-GCE by:

- Anticipating and preventing harm (Risk Assessment → Prevention)
- Responding promptly to incidents (Protection → Accountability)
- Transforming every incident into collective healing and justice (Healing Justice → Empowerment & Partnership)
- Centering self-agency and critical consciousness to shift power dynamics

03 Participants

Up to 20 trainers, educators, activists, or NGO staff from diverse backgrounds, committed to designing and facilitating safe, inclusive D-GCE programs.

04 Duration

60 minutes (presentation, case work, diagram mapping, plenary reflection).

Preparation

Platform & Materials:

- Slide deck or handout containing:
- The transformative-safeguarding diagram (see below)
- Two detailed case scenarios
- Worksheets or digital whiteboard spaces
- Anonymous chat or polling tool
- Print or project the diagram with its three concentric layers:

1. **Center:** Self-Agency
2. **Middle wheel (six pillars):** Prevention – Protection – Partnership – Accountability – Proportionality – Empowerment
3. **Outer ring (four enablers):** Risk Assessment – Critical Consciousness – Power Awareness – Healing Justice

Instructions to Implement the Tool

A. Frame the Diagram (10 min)

Display the three-layer diagram.

Explain each layer:

1. Self-Agency (Center) – Each learner's capacity to act and speak.

2. Six Pillars (Middle)
- Prevention – Anticipating risks and setting norms
- Protection – Intervening when harm occurs
- Partnership – Co-ownership with marginalized voices
- Accountability – Ensuring consequences and learning
- Proportionality – Balancing responses to fit the harm
- Empowerment – Building capacity for all to lead

3. Enablers (Outer Ring)
- Risk Assessment – Continuously scanning for emerging harms
- Critical Consciousness – Reflecting on power and privilege
- Power Awareness – Knowing how dynamics play out in groups
- Healing Justice – Centering restoration and collective well-being

Model a quick mapping: e.g., connecting a hypothetical harassing chat to Protection + Accountability, enabled by low Risk Assessment and weak Power Awareness.

B. Case Study 1: Homophobic Communication (20 min)

Scenario: In an online green-economy module, A says "homosexuality is a choice." B challenges A; A doubles down. B disengages and drops out.

Preventive (Risk Assessment + Prevention)

- What community agreements and pre-course norms ensure respect for diverse sexualities?
- We could co-create a code of conduct with clear anti-discrimination language, run an onboarding on inclusive language.

Protective (Protection + Accountability + Proportionality)

- How do you intervene in real time to uphold norms and support the triggered learner?
- We could pause, restate norms, invite A to reflect; offer a private check-in with B; proportionally warn or temporarily mute A.

Transformative (Healing Justice + Empowerment + Partnership)

- Which healing-justice processes re-center agency, unpack power, and co-create collective repair?
- We could run a restorative circle where A listens to impacted peers and crafts an apology; co-design a bias-awareness workshop with B's input.

C. Case Study 2: Online Harassment (20 min)

Scenario: After a responsible-consumption training, D messages C privately via social media. C feels distressed and reports harassment.

Preventive (Risk Assessment + Prevention)
- What platform safeguards or boundary-setting norms protect personal contacts?
- We could disable off-platform messaging, include a digital-etiquette module, require all outreach via course channels.

Protective (Protection + Accountability)
- Once C's distress is reported, how do you halt unwanted contact and uphold community agreements?
- We could suspend D's messaging privileges, notify them of policy breach; connect C to support resources, offer private debrief.

Transformative (Healing Justice + Empowerment + Partnership)
- What restorative or participatory practices center C's agency, spark group reflection on digital boundaries, and co-create safer norms?
- We could run a "boundary-mapping" workshop to co-design privacy safeguards; facilitate a group dialogue on consent and respect, then update the code of conduct together.

D. Reflection & Action Planning (10 min)

Prompt: "Looking at the diagram, which pillars and enablers will you prioritize in your next D-GCE design—and why?"

Activity: Participants note three concrete steps (digital or sticky pad) and share one key insight in plenary, linking to diagram segments.

Skills – SDGs – Key Competences Chart

Skills Developed	SDG Targets	GCE Competences
Self-Awareness & Reflexivity	**SDG 4.7:** Education for Global Citizenship	Learning to Learn
Critical Reflection	**SDG 10**: Reduced Inequalities	Analytical Competence
Inclusive Policy Design	**SDG 16:** Peace, Justice & Strong Institutions	Civic Engagement
Digital Etiquette & Care	**SDG 9:** Industry, Innovation & Infrastructure	Digital Competence
Restorative Practice	**SDG 3**: Good Health & Well-Being	Emotional Regulation
Collaboration & Partnership	**SDG 17:** Partnerships for the Goals	Social Competence

Debrief / Reflection

Key Questions:

1. Which pillar & enabler pairing feels most urgent in your context?
2. How will you balance Protection with Healing Justice?
3. What resources or supports do you need to embed these practices?

Trainer Tips

- <u>Trigger & Discomfort Warnings:</u> Remind participants that tackling oppression can be triggering; offer breaks or private check-ins.
- <u>Model Mindset:</u> Demonstrate vulnerability, accountability, and partnership when mistakes arise.
- <u>Co-Ownership:</u> Involve marginalized participants in crafting rules, responses, and healing practices.
- <u>Record & Review:</u> Maintain anonymized logs of incidents, responses, and follow-up to refine your approach.
- <u>Resource List:</u> Distribute a one-pager with local support services, reporting channels, and self-care tips.

References & Links

- Boal, A. Rainbow of Desire: The Boal Method of Theatre and Therapy (1995)

- Save the Children International. "Safeguarding Toolkit for Trainers" (2021)

- UNICEF. "Child Safeguarding in Digital Contexts" (2020)

- IASC. "Inter-Agency Mental Health & Psychosocial Support Guidelines" (2019)

- TRHT Framework: https://healourcommunities.org/framework/