



**Peace for the planet.
A planet of peace.**

Global Education Week Toolkit

2023 Edition



Global Education Week is a world-wide campaign implemented by the North-South Centre of the Council of Europe and the [Global Education Network](#) in the framework of the [iLEGEND III](#), a joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe. It aims to raise awareness on Global Education as a tool for solidarity and change and contribute for a more sustainable, peaceful and equitable world.

The activities organised in the framework of Global Education Week are the sole responsibility of the organisers and do not necessarily reflect the views of the European Union or the Council of Europe.



Co-funded
by the European Union



COUNCIL OF EUROPE



Co-funded and implemented
by the Council of Europe

Contents

SECTION A - PEACE FOR THE PLANET. A PLANET OF PEACE	3
<hr/>	
1. INTRODUCTION	3
2. WHY A GLOBAL EDUCATION WEEK?	4
3. THE 2023 EDITION	5
4. WHAT IS GLOBAL EDUCATION?	6
5. THE GLOBAL EDUCATION NETWORK	7
6. THE AGENDA 2030	8
SECTION B - GLOBAL EDUCATION WEEK: TAKE ACTION!	9
<hr/>	
7. WHERE TO START? JOIN A LOCAL EVENT	9
8. PLAN YOUR OWN INITIATIVE	10
9. PRACTICAL TOOLS	11
CAMPAIGN CANVAS	11
ICEBERG	12
CALL TO ACTION WORKSHEET	13
CHECKLIST	14
10. ENGAGE OTHER STAKEHOLDERS	15
INVOLVE POLITICAL REPRESENTATIVES OR DECISION MAKERS	15
INVOLVE THE MEDIA	15
INVOLVE INFLUENCERS/DIGITAL ACTIVISTS	16
SECTION C - RESOURCES	17
<hr/>	
11. MANUALS AND TOOLKITS	17
12. USEFUL LINKS	18
13. PEACE FOR THE PLANET. A PLANET OF PEACE	19

Section A - Peace for the planet. A planet of peace

1. Introduction

“Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.”

The Dublin Declaration (2022)
the European Declaration on Global Education to 2050

The “Act Locally, Think Globally” motto has never been so crucial and current. The need to rethink our way of life - from our consumption habits, the way we relate to each other and with our environment, or how we envisage the role of the education system - has become a shared concern. Now more than ever we need to come together as a global community and to follow through with ambitious goals set to protect our planet and to nurture a more sustainable and humane society.

The UN Sustainable Development Goals guide our actions in this direction and Global Education plays a crucial role in fostering these goals, promoting solidarity and mutual understanding for a global citizenship, in line with the SDG’s fundamentals.

Indeed, the mission for global education falls under the SDG 4 target 7¹, aiming to “by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

As part of the [Global Education Programme](#) of the [North-South Centre of the Council of Europe](#), the [Global Education Week](#) is an initiative built on the experience of a global network of partner organisations and stakeholders, and **aims to support global education practitioners and activists to successfully design, implement and carry out global education initiatives and learning activities**, during the third week of November.

Although the majority of the activities will happen during the Week, all organizations and people interested in joining the work of the Global Education Network - and in contributing to the preparation of local initiatives - can use this toolkit to navigate through a wealth of information about global education concept and practices available online, and acquire a better understanding of what they can do to engage in this global campaign.

Please use this toolkit to find inspiration and to enhance your creativity. Here you can learn about successful initiatives in other parts of the world, gain insight on how to merge your efforts globally, and adapt to your own cultures and specific needs.

Together we can foster an inspiring dialogue about the power and impact that each of our actions can have in creating new solutions for our world.

¹ <https://sdgs.un.org/goals/goal4>

2. Why a Global Education Week?

The Global Education Week is a Europe wide awareness raising campaign. It is a call to rethink our habits and ways of living, spending and consuming but also find new ways of education and socialisation. It relates to the 17 United Nations Sustainable Development Goals (SDG's) that aim to eliminate extreme poverty, reduce inequalities and combat the threat of climate change by 2030.

The Global Education Week is a shared initiative, built on experience gained by the North- South Centre Global Education Network and other partners, to support educators to successfully design, implement and carry out global education initiatives and learning activities.

Global Education Week has been celebrated for more than 20 years. In this time, there have been many achievements thanks to collective efforts, but obstacles remain in countering global issues. The challenges of today's world are increasingly diverse and require, more than ever, critical thinking, solidarity and resilience as essential elements of global citizenship.

The Week happens every year during the third week of November, this year it will take place from 13 to 19 November 2023.

It is a collective initiative implemented in partnership with organisations and citizens from a wide number of Council of Europe member states and beyond². It is also a moment for celebrating all the work done by educators and practitioners throughout the year and for promoting global education as an approach and tool fostering solidarity, intercultural dialogue and peer learning, sustainable lifestyles and sustainable development.

During the Global Education Week schools, youth organisations, development organisations, local and national governments, community and faith-based organisations and other stakeholders come together to raise awareness about the importance of cooperating for protecting our world through a number of activities: live debates and talks, short-movie festivals, poster competitions, global lectures, workshops, social media campaigns and much more.

Everyone is invited. Gathering and merging ideas is essential to this global initiative. Any interested parties of the Council of Europe's member states and beyond can take part in the Global Education Week to engage directly in some of the activities already planned or by proposing new ones. If your country is represented in the Global Education network, feel free to contact the [national coordinator](#).

² The North-South Centre of the Council of Europe includes, as member states, also Algeria, Cabo Verde, Morocco and Tunisia

3. The 2023 edition

This year the actions will focus on two main thematic areas: peace and planet, and the main theme of the GEW 2023 is: “*Peace for the planet. A planet of peace*”. Nevertheless, any activity that contributes to the [Agenda 2030](#) can be part of the event.

The interconnections between *planet* and *peace* (that with Global Education form a kind of triangle of “sustainability”), are well highlighted for instance by the [Intergovernmental Panel on Climate Change \(IPCC\)](#), that recognises that climate change has significant implications for global peace and security.

This nexus between climate change and peace is usually addressed focusing on violent conflicts, migrations and wars, on how they negatively undermine peace. One example is the *scarcity of resources*: simply looking at the higher and higher temperatures of the last seasons, that are causing countless extreme weather events (such as droughts, floods, etc.), it is evident that water will be (and actually already is) one of the main causes for conflicts; or our mobile devices, with their rare metals, such as coltan, lithium or nickel, are the main cause of conflicts in specific regions of the world. Generally speaking, the *military industry* has a strong impact at environmental level: a recent estimate from CEOBS and Scientists for Global Responsibility suggests that militaries are responsible for 5.5% of global greenhouse gas (GHG) emissions³, making a significant contribution to the climate crisis. But this is only an estimate, and does not include the emissions resulting from warfighting.

The link between climate change and peace can be also explored putting the emphasis on how this phenomenon impacts other forms of social conflict or crime⁴. More in general, *socio-environmental conflicts* are defined as mobilisations by local communities, social movements, which might also include support of national or international networks against particular economic activities, infrastructure construction or waste disposal/pollution whereby environmental impacts are a key element of their grievances⁵. Peace and sustainable development are actually two sides of the same coin, but the relationship between the positive dimension of peace and more local manifestations of environmental sustainability, remain grossly under-examined.

The [Institute for Economics and Peace \(IEP\)](#) identifies two conceptions of peace: *negative peace* (or actual peace), and *positive peace*. *Negative peace* is understood as *the absence of violence or fear of violence*, an intuitive definition that many agree with, that allows us to measure peace more easily. Coined by Johan Galtung, *positive peace* refers to the attitudes, institutions and structures that create and sustain peaceful societies based on eight factors: well-functioning government, sound business environment, acceptance of the rights of others, high levels of human capital, low levels of corruption, equitable distribution of resources, free flow of information, and good relations with neighbours. Positive peace is defined as the attitudes, institutions and structures that create and sustain peaceful societies; it is also associated with many other social characteristics that are considered desirable, including better economic outcomes, measures of well-being, levels of inclusiveness and environmental performance.

Youth have been at the forefront of efforts to demand urgent action on sustaining peace and addressing climate change. Young people’s vision on peacebuilding and sustainable development revolves precisely around the notion of positive peace: it includes positive visions of free and democratic societies with environments conducive to development and dignity, which address social, political, and structural inequalities, including climate justice.

³ <https://militaryemissions.org/>

⁴ Ayyoob Sharii, Dahlia Simangan and Shinji Kaneko (2021) “[Three decades of research on climate change and peace: a bibliometrics analysis](#)”, accessed on 23 August 2023

⁵ <https://ejatlas.org/>

4. What is Global Education?

Global education addresses the complexity of the world and the growing interconnectedness between local and global realities through education. It is inspired by the feeling of belonging to a common humanity and it aims at developing learning communities in which practitioners are encouraged to work cooperatively and develop skills for a participatory global citizenship.

Global education focuses on human rights, intercultural dialogue, international understanding and cooperation, peace, sustainability: therefore, it is not an additional subject but a cross-cutting approach to all disciplines.

Global education enables us - as global citizens and learners - to understand world issues while providing the knowledge, skills, values and attitudes desirable to face and deal with global problems. It brings cultural, artistic and ethical knowledge and competences into a global agenda too often subordinated to the demands of the national or international labour markets.

One of the core competencies of global education is the ability to understand facts holistically, fostering multiperspectivity and the deconstruction of stereotypes. It helps learners to understand the intricacy of the world, be aware of contradictions and uncertainties and understand that there is no one-dimensional solution for complex problems. It also equips them to deal with a cultural variety of languages and codes so that mutual understanding can be achieved.

Global education adopts a multi-dimensional approach which is based on a lifelong learning perspective, from childhood to adulthood, through formal, non formal and informal approaches and activities, within and outside the school system, using conventional and non-conventional methods of promoting participation. A learning process that encourages people to engage in activating the changes in social, cultural, political and economic structures that affect their lives. According to the Dublin Declaration "Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education."

Global education is in fact an effective tool that enables young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. This process, which involves everyone from educators and learners to the wider community, needs also to be promoted in the classroom through teaching the existing curriculum in a way that it highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development.

5. The Global Education Network



The [North-South Centre's Global Education Network](#) supports the implementation of the [North-South Centre's Global Education Programme](#). The network encompasses key national level stakeholders, who, throughout Europe, share global education strategies and practices.

The network builds its force on its diversity, enabling peer and intercultural learning between formal and non-formal educators, practitioners and policy makers. Currently it comprises more than 40 national coordinators from Council of Europe member States and Morocco (North-South Centre member State) representing Civil Society Organisation platforms, academia, and Ministries of Youth or Ministries of Education.

The network coordinators act as the North-South Centre's partners to advocate for global education and relay the NSC capacity-building activities and pedagogical support for formal and non-formal educators. They are also responsible for promoting and coordinating, at national level, the Global Education Week.

6. The Agenda 2030

The 2030 Agenda for Sustainable Development, adopted by United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognise that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path.

[Transforming our World: the 2030 Agenda for Sustainable Development](#)

At the heart of the 2030 Agenda are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries in a global partnership.

They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and entice economic stability in line with the planetary boundaries and human rights.

The dimensions highlighted by the SDGs are at the heart of global education. As we already mentioned, looking at the SDG4 on Education, we can find a specific target (4.7) related to global education: *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”*.

5 pillars of Sustainable Development Goals (SDGs)

1. People: End poverty in all forms and ensure dignity and equality.
2. Planet: Protect our planet’s natural resources and climate for future generations.
3. Prosperity: Ensure prosperous and fulfilling lives in harmony with nature.
4. Peace: Foster peaceful, just and inclusive society.
5. Partnership: Implement the agenda through a solid global partnership.

Section B - Global Education Week: take action!

7. Where to start? Join a local event

Every year the Global Education Week is a unique moment for key national level stakeholders and citizens throughout Europe to come together and take action collectively, by promoting global education, learn from each other and share local strategies and practices.

If you are a citizen or a group of citizens of a country member of the Global Education Network, the most common way for you to join this global initiative is to reach out to your national platform directly or through the North-South Centre of the Council of Europe. This way you will be able to know about all activities that have been planned locally, to propose an activity and/or join one or more of them that you think you could contribute to.

These activities may range from online campaigns to events to film screening and from public debates, involving local representatives, to creative or art driven actions.

The previous years the main events offered practitioners guidance to implement awareness-raising activities tackling one or more of the five distinctive areas of the SDGs: Planet, People, Prosperity, Peace and Partnership (you can consult [the pages of the previous editions](#)):

It is a matter of looking for information and getting involved. And remember, when it comes to global education the more people the merrier!

8. Plan your own initiative

In case your country may not be represented in the Global Education Network or you have not been able to find an activity you would like to join, but you have not lost your motivation and you are still fired up and ready for action, it is time to come up with a plan. Here are some useful questions you should consider before you start.

What is the problem?

- Identify what you want to change or to promote, and be as specific as possible.
- Be clear about how achievable this may be.
- You might have a big issue that you want to address, but it would be impossible to tackle it all at once: do consider breaking your issue down into smaller steps.

Which are the steps you need to take?

- Think about the goal of your initiative and the steps you need to take to get there.
- You could give yourself a list of tasks and goals to help you achieve your overall aim.

Who do you want to influence – and who can help you with this?

It is important to identify the individuals or organisations that you want to target and influence – those who will be in a position to make the changes you ask for. In order to do this, it is also important to identify any individuals or groups who can help you to reach and influence the person you are targeting.

Who will join you on your initiative?

Successful campaigning is never a one person show. Social media and local press can be a useful way to inform and mobilize more people and build up engagement.

What will be the most effective campaign method?

The approach you use should be tailored to who you want to target and what you are campaigning about. Effective campaigns will usually use several approaches together – so think about the order that actions should take place in and how they can be coordinated to create a bigger impact.

9. Practical tools

To help you answer all the important questions that you need to consider, in order to organize a successful global education initiative, you may use simple collaborative tools that will make this task easier.

Campaign Canvas

Inspired by the Business Model Canvas, the Campaign Canvas will ensure your bases are covered for a solid campaign.

Vision What is the long term vision for what you want to achieve with this campaign? 1	How can we create that change? How can we disrupt and transform the current system? How can we create culture change on this issue? How can we disrupt or transform insititions? How can we support or amplify alternatives? 3	Who can help? Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with? 4	Goals What is the specific goal for this project? Objectives What do we need to do to bring this about? 6	What's the story? What are the key elements of the new narrative we want to create? 8
What needs to change? Based on the problems we've identified that contribute to the current situation, what needs to change? 2		What influences? What relationships, trends or events currently have influence/help sustain the current situation or could shift it? 5	Outcomes What does success look like? 7	What do people need to do? How can audiences and allies help bring about this change? What are our asks to them? 9
Assumptions What assumptions have we made about how the system will re-pond? Why do we believe this plan will succeed? 11		Risks Why might this plan fail? What resistance could we face? Are there risks to staff or the organisation? 12	Indicators How will we know we're on the right path? 10	What do we need to do? What are the key activities and tasks that we need to do to support people to take action and create a shift? 13

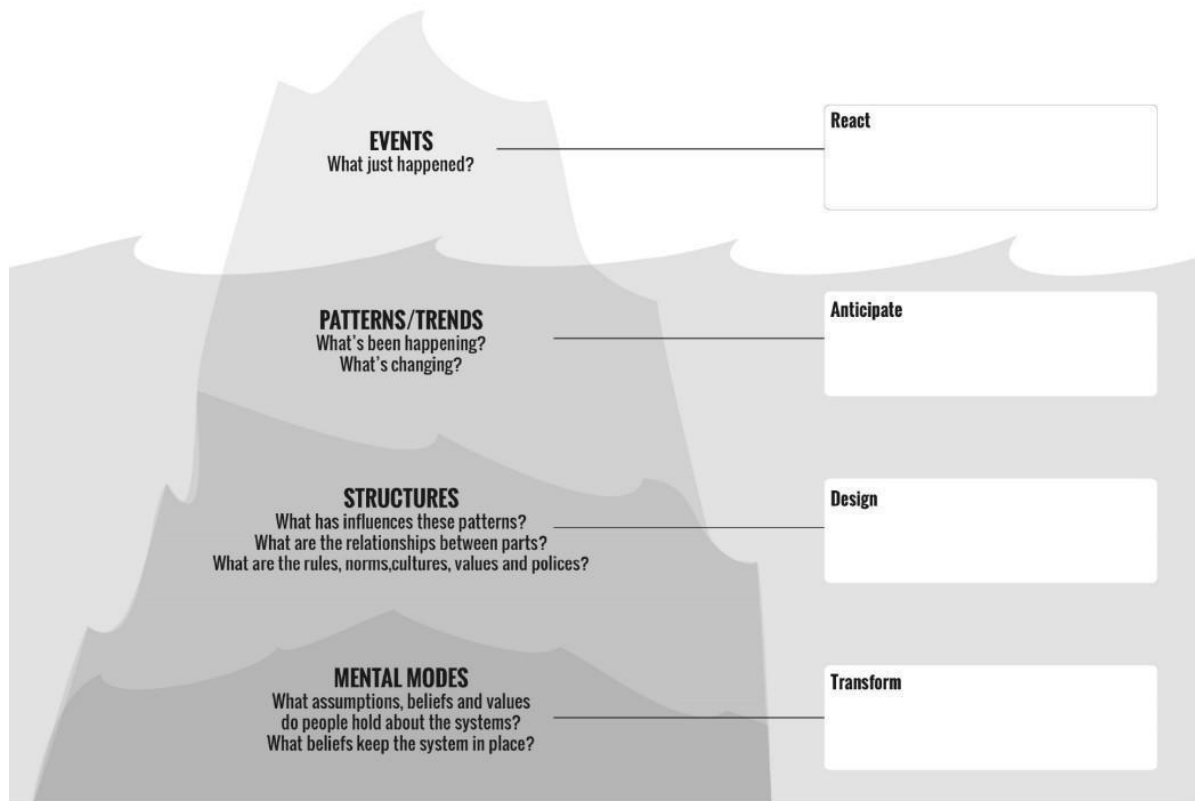
 This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Produced by Mobilisation Lab | www.mobilisationlab.org

For a more collaborative approach, you should be able to print the canvas as an A0 poster and use post-it notes to fill in your best thinking for each box. Then you can regularly check in with your group to update the plan of your initiative. You can download [here](#) the file.

Iceberg

Deepen your understanding of the reality you want to change or influence. Developed by Northwest Earth Institute, [the Iceberg](#) is another way we drill down into the root cause of the issue your initiative aims to address — shifting the focus from the current event into underlying societal structures and mental modes. It can also help you move more directly into thinking about interventions in societal and cultural institutions.



Original Design Credit: [NWEEI](#)

Call to Action Worksheet

This tool provides an easy framework to think through the necessary elements of how you will talk about your campaign to public audiences to inspire and motivate action. Use [this worksheet](#) to detail how you talk about your campaign to motivate people to take action.

Broken World

What's the problem you want to solve? What myths or barriers are preventing change? Why would it matter to this audience?

Your Vision

What is the solution? This includes your goal as well as the reason it's important. What is your long term vision and how does achieving this contribute to your vision?

Your Strategy

What needs to change to meet the goal? Who has the power to make that change? Describe how you think change will come about being succinct but not too vague.

Call to Action

What are you asking them to do and how will it help? People need to understand their role in your strategy and how their action will help bring about change.

Movement Story

How does this fit into a larger movement for change? What values do you want to convey and what kind of community do we want to create? How will we know when we've won?

Checklist

Define a scope and set the goals	Remember to establish the scope of the initiative, what you want to achieve with the event, as well as defining the targeted profiles of participants.	<input type="checkbox"/>
Confirm the objectives and goals of the project	The basis of the project scope should entail your goals and objectives to be one that follows a SMART guideline. That is, to be Specific, Measurable and Achievable. It should also be Realistic and completed within a specific Timeframe.	<input type="checkbox"/>
Organise a team	It is important that you delegate part of the organisation to a committed group of people. The size of the team will depend on the type and scope of the event. However, it is very important to appoint a team leader that is responsible for the plan and execution phases and also post-event duties.	<input type="checkbox"/>
Share your project scope statement with the team	Make sure your team has a one-stop shop to access all of your work, like a work management tool. Refer them to the project scope statement and encourage them to submit their idea as a request or fast-follow.	<input type="checkbox"/>
Create a Communication Plan	Communication will play an important role in attracting the right participants and partners to the event. Adapt the message to your target audiences and determine which are the right channels to reach them. Make sure to use the Global Education Week communication assets available online.	<input type="checkbox"/>
Expectations and acceptance	Successful projects are ones that take into account the satisfaction of the participants. Whether they meet the end-users expectations and accept the product, service or process. The end-users could be your customers or your internal team.	<input type="checkbox"/>
Create a Master Plan	The master plan should include all the aspects of the event including but not limited to: logistics; agenda and content for the event; facilitators/speakers/participants; partnerships; volunteers. The master plan should also include details about tasks, their planned dates and who's responsible. This will help the organising team and your organisation track the progress and take actions accordingly.	<input type="checkbox"/>
Establish a change control process if necessary	If you have a lot of stakeholders, or if you're managing a complex initiative, it might also be worth establishing a change control process. With large or complex projects, some things will inevitably have to change. A change process is an established set of processes that stakeholders have to go through before their change is approved.	<input type="checkbox"/>
Establish a budget	Your budget should include estimates for all the important items identified in your master plan.	<input type="checkbox"/>
Track your impact	Make sure you think of a simple evaluation mechanism (i.e. survey), consistent with the goals of the initiative, to measure its success and gain lessons for future initiatives.	<input type="checkbox"/>
Connect with network	When you are sure you are all set, join the global conversation and let the Global Education Network know about your plans, so that they can appear on the website and be promoted online. To do so: <ul style="list-style-type: none"> • Check the list of North-South Centre Global Education Network and get in touch with your national coordinator. • If your country does not have a national platform established, please contact the North-South Centre, using the following email: nscinfo@coe.int 	<input type="checkbox"/>

10. Engage other stakeholders

In organising a GEW event, or any other event or campaign, it is useful to conduct a stakeholder analysis to know who are people and organisations that are affected by the issues at focus. This analysis helps you in identifying potential allies and supporters of your cause. It also helps in making priorities in terms of who to target and developing influencing strategy.

Involve political representatives or decision makers

Involving local, regional or national political representatives and decision makers is crucial in:

- Helping your organisation gain another perspective of the issue at focus, and provide sustainable policy solutions;
- Attracting a broader audience, thus increasing the visibility of and participation level in your events;
- Influencing government policy;
- Raising awareness within local parliaments/work groups/councils or other bodies;
- Helping in attracting potential donors or sponsors.

STEP 1: Identify and meet political representatives/decision-makers relevant for your cause/issue

Invite (influential) political representatives from your community, relevant for the cause/issue your organisation is working on. Outline, by email or letter, the discussion points and reasons for meeting. How to send the invitation/meeting request:

- Phone call (if the person is already familiar with you and your organisation);
- Formal invitation letter sent to the office to organise a meeting or a work lunch;
- Seek help of joint acquaintances who can introduce you.

STEP 2: Explain why an issue is important and how they can support/get involved

Suggest ways the political representative can help you in GEW events:

- Sponsor the event;
- To help in visibility of the event;
- To advocate within governmental bodies for GE;
- To organise more formal events or discussions in formal setting such as governmental bodies;
- To assist in inviting other political representatives to support GEW events;
- Join events organised by your organisations as speakers/panellists;
- Publicly support the issue in the media;
- Issue permission to do something in a public space.

STEP 3: Follow up

Follow up on the meeting (i.e. through a phone call a few days later), and lobby for a solid commitment on their participation.

Involve the media

It is important to have in mind that media outlets receive many press releases and event invitations each day. To get through this crowd, stand out and have your event visible, make sure that your event i) creates a change/makes a difference, ii) connects to the life of the community in more than theoretical aspects. Being clear and concise helps journalists who are usually on tight deadlines.

STEP 1: Create a list of the media that you will approach

This can be local, regional or national media, depending on the scope of the event. Identify journalists that are focused on the theme you are targeting (i.e. media outlets usually have journalists in charge

of specific areas, such as health, education, politics, sports, etc.). It is advisable to work on creating relationships with the journalists directly.

STEP 2: Write a press release or “press pitch”

Write about the change your event or campaign is influencing, and how it personally impacts the life of people in your community. Additionally, prepare data that can be valuable for news stories that the journalists will develop and that your organisation has.

STEP 3: If possible, produce some high-quality content for newsrooms, such as photos, video, audio

It is important to produce the content in required standards, so that your story can be published, even if the journalists are unable to attend the event. For example, the quality or the resolution of the pictures should be from 150dpi to 300dpi (if it is less, the pictures may look blurry or pixelated) while video should be in HD (High Definition).

Involve influencers/digital activists

Usually well known in specific communities of young people, influencers are individuals with high outreach on social media platforms. They often activate in specific niches (e.g. beauty & cosmetics, cooking, sports, travel but also participation and civic movements) and, thus, understanding their causes is very important before approaching them. Influencers are not necessarily well known at national level and most likely will not be discovered through usual media channels.

Section C - Resources⁶

11. Manuals and toolkits

[Global Education Guidelines](#)

[Media Literacy for Global Education – Toolkit for Youth Multipliers](#)

[Compass: Manual for Human Rights Education with Young People](#)

[Compasito - Manual on human rights education for children](#)

[Human Rights and Democracy Start with Us - Charter for All](#)

[DOmino – A manual to use peer group education as a means to fight racism, xenophobia, antisemitism and intolerance](#)

[Education pack: All different – All Equal](#)

[GENDER MATTERS – A manual on addressing gender-based violence affecting young people](#)

[T-kits](#) - The training kits (T-kits) are methodological publications for trainers and facilitators working with young people, written by teams of field experts. They are easy-to-use thematic educational material designed for training and facilitating learning with groups of young people.

[Internet Literacy Handbook](#)

[Digital Citizenship Education Handbook](#)

[Digital Citizenship Education Trainers' Pack](#)

[UNESCO - Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training](#)

⁶ All the links have been checked on the 7th of September 2023

12. Useful links

[North-South Centre of the Council of Europe](#)

[What is Global Education - YouTube](#)

[No Hate Speech Youth Campaign](#)

[United Nations Sustainable Development](#)

[United Nations SDG Action Campaign](#)

[Global Education Monitoring Report \(unesco.org\)](#)

[Global Citizenship Education \(GCED\) Clearinghouse | UNESCO & APCEIU \(gcedclearinghouse.org\)](#)

[MobLab \(mobilisationlab.org\)](#)

[TeachHUB](#)

[Global Education Magazine](#)

[Centre for Global Education](#)

[Global Dimension: the world in your classroom](#)

[Escola de Cultura de Pau \(uab.cat\)](#)

[WaterBear](#)

13. Peace for the planet. A planet of peace

[EJAtlas | Mapping Environmental Justice](#)

[Blood In The Mobile \(ENGLISH\) - FULL DOCUMENTARY - YouTube](#)

[Paper Cranes and Children's Peace Monument - 広島市公式ホームページ | 国際平和文化都市 \(hiroshima.lg.jp\)](#) and [Folding Guides – Peace Crane Project](#)

[Campaign for Nuclear Disarmament](#) and [Free teaching resources - \(cnduk.org\)](#)

[ICAN - International Campaign to Abolish Nuclear Weapons \(icanw.org\)](#)

[The Military Emissions Gap – Tracking the long war that militaries are waging on the climate](#)

[Human Security Explained - YouTube](#)

[An Introduction to Human Security - YouTube](#)

[Global Campaign on Military Spending](#)

[Climate Refugees \(climate-refugees.org\)](#)

[The Conflict and Environment Observatory \(ceobs.org\)](#)

[How To Make Wildflower Seed Bombs With Air Dry Clay \(practicallyfunctional.com\)](#)