

Association Pour la Terre

And

The Earth Charter International Secretariat

Present

The Earth Charter / UNESCO CD TM

And

The Earth Charter / UNESCO CD School Kit TM



The Earth Charter / UNESCO CD TM

UNESCO was designated as lead agency for the promotion of the United Nations Decade of Education for Sustainable Development (2005-2014).

www.unesco.org/education/desd

In October 2003, UNESCO supported a resolution 'recognizing the Earth Charter as an important ethical framework for sustainable development'.

Specially prepared as part of the Decade, the **Earth Charter / UNESCO CD TM** participates in the teaching of sustainable development using the Earth Charter principles and songs written and performed by internationally respected artists representing 5 continents.



The Earth Charter is a declaration of fundamental principles for building a just, sustainable, and peaceful global society in the 21st century.

The product of a decade long, worldwide, cross-cultural conversation about common goals and shared values, it seeks to inspire in all peoples a new sense of global interdependence and shared responsibility for the well-being of the human family and the larger living world.

"This is a People's Earth Charter. It will have its power, it will have its influence because it comes from people."

Maurice Strong, Earth Charter Commission Co-chair

To enhance the benefits of this CD, included are:

The CD User Guide with detailed description of each song, including:

- Song lyrics, with relevance of each to Earth Charter values and principles,
- Biographies of the artists and their activities relating to sustainable development,
- Suggested educational exercises linked with the song.

'The Earth Charter: an educational tool' which includes:

- The complete text and general information on the Earth Charter,
- Pedagogical uses of the Earth Charter in various settings.

Downloading of the CD songs or school kit is available to UNESCO educators only.

Contact: Association 'Pour la Terre'
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The Association 'Pour la Terre' wishes to thank its sponsors and all of those involved in the project:



for a living planet™



The Earth Charter - Overview of the text:

The full text of the Earth Charter is available at the end of this Earth Charter / UNESCO CD™ school kit.

The Earth Charter opens with a Preamble, which states in part:

"We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. (...) it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations."

"We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed."

I. Respect and Care for the Community of Life

1. Respect Earth and life in all its diversity.
2. Care for the community of life with understanding, compassion, and love.
3. Build democratic societies that are just, participatory, sustainable, and peaceful.
4. Secure Earth's bounty and beauty for present and future generations.

II. Ecological Integrity

5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.
7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.
8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.

The Earth Charter's 16 Principles
(each has 2 to 6 sub-principles)

are divided in 4 parts:

III. Social and Economic Justice

9. Eradicate poverty as an ethical, social, and environmental imperative.
10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.
11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.
12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

IV. Democracy, Non-Violence, and Peace

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.
14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.
15. Treat all living beings with respect and consideration.
16. Promote a culture of tolerance, nonviolence, and peace.

The Earth Charter's conclusion is entitled *The Way Forward*, and states in part:

"As never before in history, common destiny beckons us to seek a new beginning. Such renewal is the promise of these Earth Charter principles. To fulfill this promise, we must commit ourselves to adopt and promote the values and objectives of the Charter. (...) Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life."

Special notes:

- The songs and artists have been selected for the relevance of the text to Earth Charter related values and principles. This does not mean that all ideas and words in the selected songs relate to the Earth Charter.
- A very special thanks to Vin (Transcom Software Inc. - www.transcomsoft.com), Michel (Association ADOME - www.ecobase21.org & www.planetecologie.org), Ben, Vincent, Renaud, Coralie, Fédération Agissons, and our friends at UNESCO, including Bernard, Basma and Barbara, and at the Earth Charter International Secretariat, including Betty, Mohit and Mirian, for their invaluable participation during all phases of our project.

The Earth Charter / UNESCO CD™

CD User Guide

The Earth Charter / UNESCO CD™ includes 21 songs on 2 disks that promote the teaching of sustainable development fusing songs by international artists with Earth Charter principles.

This **CD User Guide** includes a detailed description of each song:

- Song lyrics, with relevance of each to Earth Charter values and principles,
- Biographies of the artists and their activities relating to sustainable development,
- Suggested educational exercises linked with the song and the associated theme(s).

Also included with the Guide is '**The Earth Charter: an educational tool**' which delineates the background information for the CD: the Earth Charter complete text and general information, and an overview of its pedagogical uses in various settings around the world.

" Why is the Earth Charter important? Because people live on the Earth ! "

From a 4 year old.

This User Guide for The Earth Charter / UNESCO CD™ includes a detailed description for each of the following songs:

Songs for young people

1. You and I - Naveen Kumar
2. Ose - Yannick Noah
3. We Are One - Earth Mama
4. Justicia, Tierra y Libertad - Maná
5. Now Is the Time - Tokiko Kato
6. Xaley Rewmi - Youssou N'Dour
7. The River - Nicole Redner
8. Viva la Vida - Chico & the Gypsies
9. A Lua Escureceu (Dark Moon) - Maria Emilia & Tete Espindolla
10. Assez - Meaway

Songs for children

- A. Peace & Love - Zehava Ben
- B. Turn This World Around - Raffi
- C. I Like to Recycle - The Young and Elderly Recycling Music Stand Band
- D. Forgive Me - Clear Blue 22
- E. What's That, Habitat? - Remy Rodden
- F. Dolphins Teach Us to Play - Rosie Emery
- G. Serebro (Silver) - Dolphin
- H. Flying Earth Song - Chen Yuan Yuan
- I. Rêve d'Air - Ecole Lodi (WWF)
- J. Respire - Mickey 3D
- K. Planète Bleue - Ecole Erckmann-Chatrian (WWF)

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1. 'You and I' - Naveen Kumar

Have you ever seen our earth?

I once saw her from space. On a TV screen just the other day.

The earth's a big blue marble ①

When you see her from space, just look at God's creation. All that the Almighty has given us. The oceans, the seas, the rivers, the mountains, the valleys, the birds, the trees, beautiful people from all walks of life. No walls, no boundaries, just a big blue marble there by God's grace.

(Chorus)

You and I are citizens of this world,

You and I break down the walls, ②

You and I will be together

We will hold each other's hands forever.

Call out to the world and spread
peace all over the big blue marble

Surely this is the beginning now ③

Let's forget what has happened till now

See the way the seven colours unite

See a brighter light

You and I are citizens of this world.

'You and I' and the Earth Charter

- [1] The image of "Spaceship Earth", our one and only planet, linked to principle 4: *Secure Earth's bounty and beauty for present and future generations.*
- [2] Democratic societies : principles 3 and 13 (b) and Cooperation among all of us: 16 (a)
- [3] The first sentence of the Earth Charter's conclusion: *"As never before in history, common destiny beckons us to seek a new beginning."*

'Naveen Kumar' - India

Naveen Kumar is a well-known and respected Indian singer, musician, and actor, with a special style of music. He loves to experiment with different sounds and tones on his flute, with a vast collection from every corner of the world. This openness to the world is combined to interest for the children of his country for whom he played in specially arranged concerts.

Suggested Educational Exercises

"Spaceship Earth" - Secure Earth's bounty and beauty for present and future generations.

- Tell the story of Easter Island: an advanced civilization that collapsed because of natural resource exhaustion and social rivalry around the building of the magnificent Moai statues. Their island was so remote that when they realized they passed a threshold, it was too late! Since our island (Earth) is quite big, we don't always directly see the impacts of our actions.

"You and I are citizens of this world"

- The Earth Charter is the result of a decade long, multicultural global dialogue. To foster multicultural and international cooperation, a group in the Balearic Islands prepared children and young people adaptations in different languages. (www.earthcharter.org/resources).

"Surely this is the beginning now"

- To face today's problems we don't lack resources or knowledge but a will to act now. The media tend to highlight bad news, one activity can be to present inspiring successes!

Web links

- Find more on democracy and governance: www.undp.org/governance
- Positive and constructive news from all over the world: www.goodnewsagency.org

2. 'Ose' - Yannick Noah

(Original in French)

Presque rien, juste à part / Et venir plus près
D'autres liens d'autres voix / Au moins essayer
L'étincelle qu'on reçoit / Au premier regard
L'étincelle vient de toi / S'envole au hasard
Et peut tout changer / Alors ... Ose, ose

Redonne à ta vie / Sa vraie valeur

Ose, ose

Redonne à ce monde / Toutes ses couleurs.

Presque rien, un silence / Qu'il faut écouter
Un chemin, une chance / Qu'on peut partager
Pas de doute, pas de peur / Tu peux avancer
Fais ta route, Il est l'heure

Tu dois essayer / Tu dois tout changer

Ose, (okisé séki now, now, now, now ...) (x2)

Redonne à ta vie / Sa vraie valeur

Ose, (okisé séki now, now, now, now ...) (x2)

Redonne à ce monde / Toutes ses couleurs.

Ose, (okisé séki now, now, now, now ...) x2

Presque rien, une route, tu peux avancer

Ose, (okisé séki now, now, now, now ...) x2

**Presque rien, un regard, tu peux essayer
Tu peux tout changer**

Alors / Ose, (okisé séki now, now, ...) (x2)

Redonne à ta vie sa vraie valeur

Ose, (okisé séki now, now, ...) (x2)

Redonne à ce monde Toutes ses couleurs.

(English: Dare)

(A song about discovering and living out the true meaning of one's life.)

Almost nothing, just apart, coming closer / Other links, other voices, at least trying / The spark you receive at the first look / The spark comes from you and flies away randomly / And everything can change

[Chorus] So ... Dare, Dare / **Give back your life its true value ...** ①

Dare / **Give back this world all of its colors** ②

Almost nothing, a silence you have to listen, / A path, a chance we can share / No doubt, no fear, you can move forward, / Draw your path, it's time / You have to try, You have to change it all.

[Chorus]

Dare ... Almost nothing, a road, you can move forward / Dare ... **Almost nothing, a glance, you can try, you can change it all** ③

[Chorus]

'Ose' and the Earth Charter

- [1] Principle 14 calls for the integration into education and life-long learning of values for a sustainable way of life.
- [2] Preserve natural and human diversities (principles 4 & 12).
- [3] Principle 1b and the very last sentence of the Charter:

*"Let ours be a time remembered
for the awakening of a new reverence for life"*

'Yannick Noah' - France / Cameroon

One foot in Europe and another in Africa, after his international career as a tennis player, Yannick Noah turned to music, and has kept his commitment to children with his association 'Les Enfants de la Terre' ('Earth's Children') that offers shelters to disadvantaged children.

Suggested Educational Exercises

"Give back your life its true value"

1. Draw and/or discuss what's important in life, and/or in one's life.
2. Then question if we are doing it daily? If not, what actions can be implemented?

"Give back this world all of its colors"

- Agree on a local theme where human or biological diversities are not enough respected or promoted. Use the song, and any other support, and offer suggestions directed towards businesses and local authorities to achieve progress on this theme.
- Help Noah's association 'Les Enfants de la Terre' www.aacom.com/enfants/welcome.htm

"Almost nothing, a glance, you can try, you can change it all ... so, Dare ..."

- Tell the story of one individual, or a group of individuals, who "changed it all".
- Find a local theme where there's a need to "change it all" and prepare action(s) where the student needs to dare to speak up to increase the public awareness.

Web links

- UNCDF Local Development: www.uncdf.org/english/local_development
- Biological diversity: UNEP World Conservation Monitoring Centre www.unep-wcmc.org

3. 'We Are One' - Earth Mama

"As we learn more about the delicate balance of life on this Earth, we find just how closely we are all connected."

(Chorus)

We all live on the same Earth
We fish and swim in the same oceans
We breathe the same air and gaze at the very same moon.
We feel the warmth of the same sun.

WE ARE ONE ①

I have Sisters in Nicaragua, their skin is burning ②

From the chemicals used in the fields
Where they make their living.
I have Brothers in Indonesia, their eyes are stinging
From the burning of rain forest trees
To clear them for grazing.

(Repeat chorus)

We have Elders in ancient forests,
who mourn the passing
Of species of flowers and birds
Crowded out by our taking.
There are children in war-torn countries,
They are all of our Children,
They can't remember a night time of peace
With no shooting or crying.

(Repeat chorus)

'We Are One' and the Earth Charter

- [1] Earth Charter's preamble: *"In the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth Community with a common destiny."*
- [2] Many women are regularly victimized and repressed, principle 11 affirms *"gender equality and equity (...) and universal access to education, health care, and economic opportunity."*

'Earth Mama' - USA

Earth Mama educates and motivates audiences between laughs and singalongs with entertaining, high-content presentations. She empowers with tools for reducing the use of natural resources. "I can help transform environmental concerns into effective actions for the home or workplace."

Suggested Educational Exercises

"We are one"

- Explore the diversity of your own class: cultural, origins, or activities.
- Many programs exist to link classes together, or to follow people traveling around the world so as to realize that "we are one". The Brink expedition (www.brinkx.org) is bringing the Earth Charter to various places and has an online school room to follow their human powered journey across 30 countries.

"I have sisters in Nicaragua"

- In a lot of developing countries, women have to walk for hours to get water, and live in extremely tough conditions. Local women are often the initiators of anti-poverty programs, and small loans program help them to fund and create their own activities (i.e., the Grameen Bank www.grameen-info.org). Discuss the concept of small loans and its local benefits.
- Some of the products we buy, especially clothes, are made by women in conditions that violate human rights. A lot of organizations propose actions around human and women rights.

Web links

- Small loans and microfinance: www.microfinancegateway.org
- UN Division for the Advancement of Women www.un.org/womenwatch/daw/cedaw

4. 'Justicia, Tierra y Libertad' - Maná

(Original in Spanish)

(Estrillo)

Justicia, Tierra y Libertad
Justicia, Tierra y Libertad

Oye tu mi canto, óyelo, óyelo
Oye tu mi llanto, óyelo, óyelo

Hermanos y hermanas de otras razas
De otro color y un mismo corazón,
Rezas y rezas y nada enderezas,
Por eso hagamos la revolución (de amor)

Estamos exigiendo todo el respeto

Respeto al indio y a su dignidad

Ya lo dijo Villa, dijo Zapata

(Estrillo)

¿Cómo tendríamos libertad?

¿Cómo tendríamos dignidad?

Cómo desearia yo

Cómo deseria el amor

¿Cuándo tendremos la democracia?

Cuándo tumbemos la burocracia

Cómo deseria yo

Menos demencia y más amor

Amor, dolor, amor

Oye tu mi canto, óyelo, óyelo

Justicia, Tierra y Libertad (x3)

(English: Justice, Land and Liberty)

(Chorus) Justice, Land and Liberty (x2)

You, listen to my song, hear it, hear it // You, listen to my cry, hear it, hear it
Brothers and sisters from other races // From another color and a same heart,
You pray and pray, and you get nothing, // That's why we're doing the revolution (of love)

We demand for all the respect // **Respect to the Indian and his dignity** ①
Villa already said it, Zapata said it

(Chorus)

How would we have freedom ? // How would we have dignity ?

How much would I like // Would much would I wish for love

② **When will we have democracy ?** // When we will throw down bureaucracy
How much would I like // Less insanity and more love

Love, pain, love // You, listen to my song, hear it, hear it

Justice, Land and Liberty (x3)

'Justicia, Tierra y Libertad' and the Earth Charter

[1] Earth Charter's principle 12 calls for *"the right of all, without discrimination, to a natural and social environment supportive of human dignity, (...) with special attention to the rights of indigenous peoples and minorities"*

[2] Principle 13 relates to the strengthening of democracy.

'Maná' - Mexico

Maná sold out concerts worldwide, went platinum, won a Grammy, and in September 1995 founded the Fundacion Selva Negra which runs an education project, funds and supervises harvesting camps for endangered turtles, lobbies governments to protect other imperiled species and provides financial support for communities that have suffered natural disasters.

Suggested Educational Exercises

"Respect to the Indian and his dignity"

- Explore the ways of life of the indigenous people of your country (or about the Inuit in the Artic) and how they have adapted to the very special conditions of their environment. We increasingly discover that indigenous knowledge is vital to achieve sustainability, (example: knowledge of medicinal plants, or ways of life with a small ecological footprint).

"When will we have democracy ?"

- Explore the meaning of democracy. In a primary school in northern Sweden, the children meet every month or so to discuss their lives in school and what they are striving for. The teachers can then study their proposals and a decision is taken and explained to them.
- Some history: What is the history of your country in terms of governance? What is the history of international relations, from the tribes, to the nations, and to the United Nations? What is the role of the United Nations? How does it work? (www.un.org)

Web links

- Indigenous Peoples: <http://cyberschoolbus.un.org/indigenous/index.asp>
- Indigenous Knowledge www.unesco.org/most/bpindi.htm

5. Now Is the Time' - Tokiko Kato

(The original is in Japanese)

Now we are all living at the same time in this moment
On our solitary planet floating around in the darkness of space
We are all looking up to the same sky from our own small window

Humans are the only ones who can love this entire world ①
Humans must be the ones who can take care of the Earth

More than a million years we are running, running through history
Without doubt or fear we are chasing our elusive dreams
Now standing on this destroyed land, we hear the silent scream
Humans are the only ones who can love this entire world
Humans must be the ones who can take care of the earth

We have destroyed so many, many things
Too much we have hurt and lost
Hear the silent scream echo through the sky
Beyond all our greed and desires

**If we can change our lives, each day a new beginning
We will have another tomorrow** ②

If we do our best, each day a new beginning
We will have a beautiful tomorrow

Humans are the only ones who can love this entire world
Humans must be the ones who can take care of the Earth

Let' change our lives...

'Now Is the Time' and the Earth Charter

- [1] Principle 2(a): *"Accept that with the right to own, manage, and use natural resources comes the duty to prevent environmental harm and to protect the rights of people"*
- [2] In the conclusion (the way forward): *"We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally."*

'Tokiko Kato' - Japan

Tokiko Kato has become one of Japan's most popular singers. Following her appointment as a United Nations Environment Program (UNEP) Special Envoy in October 2000, she has been promoting UNEP and reporting on activities of environmentally active people and groups in the countries she visits, especially in the Asian-Pacific region.

Suggested Educational Exercises

"Humans must be the ones who can take care of the Earth"

- Science exercises: Explain the concept of Ecological footprint (www.footprintnetwork.org). It is a measure of the area needed by a population to produce its resources and deal with its waste. Today, humanity's Ecological Footprint is over 20% larger than what the planet can regenerate. In other words, it now takes more than one year and two months for the Earth to regenerate what we use in a single year.
- Take photographs of or paint places (a) with no human influence, (b) improved by human impact, and (c) spoiled by human impact. How can we inspire others by these pictures?

"We will have another tomorrow"

- Progress is so fast. What are the new things that seem natural now but would have been considered amazing 20 years ago? (ex: Internet). What are potential future technologies?
- How can a precautionary approach avoid future problems? Tell the story of CFCs: considered perfect chemicals in the 30's, we found out decades later that they destroy the ozone layer.

Web links

- WWF's Living Planet Report: <http://www.panda.org/livingplanet/>
- The Ozone Hole and CFCs: www.theozonehole.com/cfc.htm

6. 'Xaley Rewmi' - Youssou N'Dour

(Original in Wolof)

bissimilahi gnou détti door di saku gnane
di gnane yalla mou nangoul gnou lép lou gnou ko gnane
seytané dééy yakh khèl , di sopi xalat, di xaalat, di
féwélé andado gnoun daal bou mou gnou laal

[Chorus] yène xaley rèw mè nii la koo beugué waw

sou gnou waxtané sou nouye baay baay

mak mat na ba tchim rèwe

lounou wakh gnou sègue ko, bolé ko ak sougnou xalat

gni bi biti ak gni tchi biir fou way mana nèk na gnou

bolé sougnou xalat

réwmi diém kanam yaye

[Chorus]

(English: Children of this Country)

Let's start by a prayer // Pray that God grants our prayer
Evil can trouble our mind, change thoughts, induce thoughts,
create discord between people who got along together well,
but may we be preserved from Evil and may it not reach us.

[Chorus] You, **children of this country**, this is how I want it

Talking with our elders ①

An old person has the right to live in his country
We must weigh our words, have them match our thoughts
**May those present and the those abroad join in their
thoughts // So that the country moves forwards.** ②

[Chorus]

'Xaley Rewmi' and the Earth Charter

[1] A call for dialogue between generations: "*Strengthen families and ensure the safety and loving nurture of all family members*" (principle 11c)

[2] To make a country move forward, it takes "*mutual understanding, solidarity, and cooperation among all peoples and within and among nations*" (from principle 16a)

'Youssou N'Dour' - Senegal

Youssou N'Dour is one of the most celebrated African musicians in history. In Senegal and throughout Africa, Youssou is a powerful cultural icon actively involved in social issues. In 1985, Youssou organized a concert for the liberation of Nelson Mandela in Dakar's Amitié Stadium. Youssou is also a Goodwill Ambassador to the United Nations, and an Ambassador to UNICEF.

Suggested Educational Exercises

"Talking with our elders"

- Elders, grand-parents, have great story to tell. They speak of a time when water was not in the house, when telephone did not exist, etc. Invite some grandparents in the school or spend some time in a elders' house or with elders out of school.
- Ianu's Dance is a beautiful story of a child learning from his elders, it is available on the Internet: www.linkslearning.org/superintendents/1_leadership_fables/3_ianus_dance.

International Cooperation and Children

- International cooperation for children and by children is very powerful for them and for us all. You can find more about Children rights, and share with your class at www.crin.org
- Discover the Children's parliament: it provides sustainable and meaningful opportunities for children of 14 and under to engage in local, national and international democratic processes. Participate in this or find out how to organize a similar activity: www.childrensparliament.org.uk

Web links

- Learn about UNICEF and its activities in your country: www.unicef.org
- More on Children Rights: www.hrw.org/children

7. 'The River' - Nicole Redner

I am one of many rivers, gliding gently through the trees,
Babbling murmurs of the water, are like sounds of
memories,

My song emerges from the hidden Mountain Spring
Pure, clean source where I begin
My journey down, down to the Ocean, Mm, mm, mmm

I am one of many rivers, flowing freely night and day;
Rumbling, tumbling over(through the) boulders; gathering
strength along the way,

My waters help to feed the ever hungry Earth,
Assisting Seasons' with their Birth,
Living spring, strong and abundant,
Light and vibrant.

I, the one of many rivers, am rolling down (gushing forth)
onto the Plains,
My water's yours for irrigation, fertilizing drops of rain, I
am the water found in every Human Being,

Please preserve and keep me clean,
Like the cells inside your body,
Take care of me.

And as one of many rivers, roaring down into the sea,
I am now the salty water, merging into energy,
Soon becoming all the raindrops that must fall,
Over land and waterfall,
Raining down onto the Mountain,
A spring once again.

**I am the water found in every Human Being,
Please preserve and keep me clean,
Springs rejoice into a river,
Love being a stream/ Sweet soothing stream,
I am the water found in every Human Being.**

'The River' and the Earth Charter

The theme of water is mentioned in principles 5(a) and 9(a), and in the Earth Charter's preamble, in the paragraph "Earth, Our Home" : *"The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air."*

'Nicole Redner' - UK

British born and later raised in the South of France, Nicole Redner is increasingly involved in the protection of our environment as a founding member of Association 'Pour la Terre'. She and her husband Steve produced a CD to benefit the French chapter of Birdlife International after the recent Erika oil disaster and co-creatively produced the Earth Charter / UNESCO CD.

Suggested Educational Exercises

"I am the water found in every human being"

- Health and Biology : water is the main element that composes us, human beings. Water is also very important for life. One can live weeks without eating, but only days without drinking, and doctors advise to drink at least 1.5l of water per day (up to 6l in hot climate).

Water

- Unfortunately, clean water is not easily available for all. It is estimated that 40% of the world's population suffer from a lack of potable water. Share some data like : 71% of Earth is covered of water, but only 3% of the water is not salty, and 0.0009% is available to us.
- Explain the water cycle between the atmosphere, the seas, and lands.
- Find with the class what can be done to (1) consume less water and (2) not pollute this precious resource. UNEESCO has an internet portal on water at www.unesco.org/water

Web links

- Water is linked to population issues, United Nations Population Fund: www.unfpa.org
- Health issues from the World Health Organization: www.who.org

8. 'Viva la Vida' - Chico & the Gypsies

(Original in Spanish)

El camino de la vida no me importa
el camino de la vida no me va
(Hé) la vida que vivimos son promesas
(hé) la vida son promesas y nada mas

Solo quiero que me quieras amor mio
solo quiero que me quieras y nada mas

Vivela la vida la vida } x 2
Vivela la vida la vida }
Vivela la vida con ilusion }

Sandra , vente conmigo y dame tu amor.... } x 2
Y dame tu amor }
No me llores mas. }

Vivela la vida la vida } x 2
Vivela la vida la vida }
Vivela la vida con ilusion }

(English equivalent: Live life)

The road of life does not matter to me
I don't agree with the road of the life
(Hé) the life we live are promises
(hé) the life are promises and nothing more

I just want you to love me my love
I just want you to love me and nothing more

Live life, life } x 2
Live life, life }
Live life with illusion }

Sandra, come with me and give me your love.... } x 2
And give me your love }
Do not cry anymore }

Live life, life } x 2
Live life, life }
Live life with illusion }

'Viva la Vida' and the Earth Charter

'Viva la Vida' can be seen as a call to live life to the fullest. Coming from a representative of one of European minorities, the gypsies, this can relate to Earth Charter principle 12.

'Chico & the Gypsies' - France

In the 80's, Chico co-founded the Gipsy Kings. Since then, he has continued singing with "Chico and the Gypsies". After being considered a protector of the gipsy culture, he created a world refuge for them. In 1995, he was nominated Special Envoy for Peace for UNESCO. His stated goal is to "create a musical chain for peace posing links in different cities of the world".

Suggested Educational Exercises

Minorities and culture

- European minorities: learn about the history of Europe. Find out about the different ways different countries talk about one same subject. Find out about the Gypsies and their history across the centuries.
- What are the different minorities in your country or region? What can you learn from them? How is the integration of these minorities organized and promoted?
- Feeling different: In small groups, one person becomes blind for one hour, or the morning. Or one person has a different costume for one day. How does it feel to be different?

Living life to the fullest - how do different people approach life

- Indigenous people and beliefs: Present the variety of beliefs various indigenous people have (American Indians, Inuit people, African cultures, Amazonian tribes, ...).

Web links

- European Minorities Links Portal: <http://portal.eurominority.org/links>
- Chico, UNESCO Artist for Peace: <http://www.chico.fr/unesco/unesitoGB.htm>

9. 'A Lua Escureceu' - Maria Emilia & Tete Espindolla

(Original in Portuguese)

A lua escureceu
A paz esta perdida
A agua da cachoeira
esta vermelha de sangue
Nao tenho mais a minha casa
Nem a minha tribo,
Vou ficar aquí
Pobre e perdida
Andando pelo mundo sem lua

BIS

Sou uma india triste,
Que nao sabe mais de nada
Que perdeu a sua estrela,
No meio de uma estrada

(English: 'Dark Moon')

The moon has become dark // The Peace is over now
The water of the waterfall // is tinted red like blood,
I haven't got my home anymore // Nor my tribe ①
I am going to stay here // **Poor and lost**
Walking on this planet without moon ②

BIS // I am a sad Indian,
Who doesn't know anything anymore
Who has lost her star // In the middle of a road

'A Lua Escureceu' & the Earth Charter

- [1] Eradicate poverty (principle 9) includes the guarantee of a shelter for all (9a)
- [2] And according to principle 10(a), human development should be based on "*the equitable distribution of wealth with nation (and among nations)*".

'Maria Emilia & Tete Espindolla - Brazil

Inspired by the beauty of our planet and its surroundings, Maria Emilia uses music to move people. With the Instituto Mãe Terra, and among many other activities, she organizes cultural, environmental, and artistic educational projects with the surroundings communities of Rio Cuiabá.

Suggested Educational Exercises

"Eradicate poverty"

- The first of UN's Millennium Development Goals (www.un.org/millenniumgoals) is to "Eradicate extreme poverty and hunger". By the year 2015, all 191 United Nations Member States have pledged to reach this and the 7 other goals.
- Find what you can do locally to participate in this global effort? Ideas can be to raise awareness of your local government to those goals ; to help a local or international Non-Governmental Organizations (NGO) is another way ; to promote fair trade ; to inform the children and their parents of their power as consumers or as producers.

"Equitable distribution of wealth"

- Mathematics: a few exercises can be done around the coffee trade with those data. Multinationals pay between 0,33\$ and 1,50\$ per kilo to the producer and sell it between 8 and 30\$. For the same selling price, fair trade distributors pay 2,77\$/kg to the producer. In Guatemala, people are paid 3\$ per day to pick up 100 pounds of coffee.

Web links

- Fairtrade Labelling Organizations International: www.fairtrade.net
- 1997-2006 UN Decade for the Eradication of Poverty: www.un.org/esa/socdev/poverty

10. 'Assez' - Meiway

(Original in French)

Frères et sœurs, réveillez-vous // Afrique, réveille-toi (x2)
Depuis l'Indépendance, notre économie reste débitrice
Nous sommes sur-endettés // On n'en peut plus // Pourquoi ?
Assez ! Assez ! On n'en peut plus de passer notre vie à payer
Assez ! Assez ! Les peuples sont innocents, ils n'ont plus de quoi payer
Pays riches, écoutez-nous // Nous vous appelons, écoutez-nous
Aidez-nous // Donnez-nous une chance de repartir à zéro
Est-ce que vous voulez annuler ?
Est-ce que vous pouvez annuler ?
La dette de l'Afrique (effacer) ①
La dette du tiers-monde (effacer)
Assez, assez, assez
Je n'en peux plus, sauvez-moi // On n'en peut plus, aidez-nous
Je n'en peux plus, sauvez-moi // On n'en peut plus, soutenez-nous
Pays riches // Paris, New-York, Londres, Tokyo, Berlin, ...
On vous a tout donné
On vous a donné plus que vous ne donnerez jamais ②
Alors, annulez la dette

(English: Enough)

Brothers and sisters, wake up // Africa, wake up (x2)
Since Independence, our economy remains a debtor // We overextended our debt // We can't take it any more // Why ?
Enough ! Enough ! We can't take it any more spending our lives paying
Enough ! The peoples are innocents, they have nothing left with which to pay
Rich countries, listen to us // We are calling out to you, listen to us // Help us // Give us a chance to start from zero again
Do you want to cancel ? // Can you cancel ? // Africa's debt (delete) // Third World's debt (delete)
Enough, enough, enough
I can't take it any more, save me // We can't take it any more, help us
I can't take it any more, save me // We can't take it any more, support us
Rich countries / Paris, New-York, London, Tokyo, Berlin, ... / We gave you all We gave you more than you'll ever give // So, cancel the debt

'Assez' and the Earth Charter

- [1] Principle 10b suggests relieving the developing nations "of onerous international debt"
[2] The Earth Charter preamble mentions a related aspect: "The benefits of development are not shared equitably and the gap between rich and poor is widening."

'Meiway' - Ivory Coast

Meiway won many awards and created a new style, Zoblazo, a mix of various folklores from the southern Ivory Coast, danced to with a white handkerchief as a sign of joy and purity. He uses his music to carry messages of wisdom, speaking of childhood and ancestral traditions, and singing about the burden of crippling debt, one of Africa's main issues.

Suggested Educational Exercises

"Can you cancel Africa's debt ?"

- Learn more about Africa, its different countries, populations, environment and culture. Numerous movies and documents for adults and children have been created over the years on this incredibly beautiful continent, from where current humanity originated.
- Explore facts regarding the debt: "Many countries in Africa spend more each year on debt than on health care or education. Many democratically elected governments are stuck with the debts racked up by the dictators that ruled before them." (from www.data.org)

"We gave you more than you'll ever give"

- Colonialist countries and businesses have been and are exploiting Africa's natural resources.
- One of the most unbelievable form of exploitation was slavery: "It has been estimated that from 1451 to 1870 between 10 to 12 million slaves were exported from Africa". (from the Slave Route Project, adopted by UNESCO. Teachers' guide available on internet at www.vgskole.net/prosjekt/slavrute/teacher_guide.htm)

Web links

- Information on Third World Debt: www.debtlinks.org
- Sustainable Africa: <http://allafrica.com/sustainable>

A. 'Peace & Love' - Zehava Ben

① (Song in Hebrew, Arabic and English)

(English)

God bless the holy land
With peace and love, ②
And all the world will sing
Hallelujah

(Hebrew)

The sun will rise on us,
In Someday day, maybe tomorrow,
we will forget the past
In a fire wind, in the heart of the
desert, in a storm
A human will pray to god

(Hebrew)

Let's pray for god
Let's sing it loud Hallelujah
Salam and Shalom, Amen
Amen, Amen, Amen
Amen Hallelujah

(Hebrew)

Angels from the sky will praise him
With drum and dance, with harp and
violin - praise him,
The soul will praise him, Hallelujah
With horn, with strong voice.

(Arabic)

Salam Alikum, Alikum Salam
Salam Alikum Ya Donia, Salam Alikum
Ya Salam

(English)

God bless the holy land
With peace and love,
And all the world will sing
Hallelujah
Salam Shalom and peace
Amen, Amen, Amen
Amen Hallelujah

'Peace & Love' and the Earth Charter

This song in Hebrew, Arabic and English, connects with the Earth Charter by:

- [1] Mentioning diverse religions: *"Eliminate discrimination in all its forms"* (principle 12a)
- [2] Promoting peace, *"the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part."* (16f)

'Zehava Ben' - Israel

With her powerful voice, warm personality and charisma, Zehava Ben has broken all barriers and enjoyed success and popularity in Israel and in the Arab world. At a time of tension in the Middle East she symbolizes the co-existence of the two peoples, appearing live in full houses in the Gaza strip and the West Bank at the time when peace is dreamed of.

Suggested Educational Exercises

"Eliminate discrimination in all its forms"

- What is discrimination? Where does it take place? How to avoid it? A lot of local and international associations work to prevent it from happening in and outside of schools. Contact one of them to participate in their program. Example: UNESCO's program to fight against racism, discrimination and xenophobia (www.unesco.org/shs/againstdiscrimination)

"With peace and love"

- The Earth Charter has been called by some a call for Peace. Emphasizing that peace is one of the interdependent principles needed to achieve sustainability. Reflect on the following:
 - (1) Why is peace needed for sustainability? Element: people normally not consider taking care of their natural environment and social cohesion when their own security is endangered.
 - (2) How can sustainability help for peace? Element: conflicts happen around fossil fuel; in a sustainable society, it can be replaced by locally produced and less conflicting solar energy.

Web links

- For diversity www.stop-discrimination.info and against racism www.unitedagainstracism.org
- Peace: Radio for Peace www.rfpi.org and UN affiliated University for Peace www.upeace.org

B. 'Turn This World Around' - Raffi

(A song for Mandela)

We heard it from Mandela, turn this world around
for the children - turn this world around
He's done it once before, and now we hear his call
for the children - turn this world around

Turn turn turn, turn this world around - for the children

Turn this world around ①

The dreams of our young ones born into this world
Need respect and love to come alive
Honouring the children is what we're here to do
Now is the hour and we've got the power to

If every nations' leaders put their children first ②

Care and provide for every child
Each and every household could sing a song of joy
All round this planet, a new light within it could

bridge

And the children sing: help our light to shine
May we all be fed, may we all be loved
May the elders here open up their hearts
To this song of ours, may they do their part
May our dreams unfold, may we find our place
In a healthy world, embracing every race
May we all be free, may we live in peace
Hear the children sing, hear us sing

Turn turn turn, turn this world around
for the children - turn this world around ...

'Turn This World Around' and the Earth Charter

- [1] Turn this world around echoes the first sentence of the Earth Charter "*We stand at a critical moment in Earth's history, a time when humanity must choose its future*".
- [2] Children are and will be the future generations, and the Earth Charter recognizes "*that the freedom of action of each generation is qualified by the needs of future generations.*" (4b)

'Raffi' - Canada

Raffi has been a long-time champion of children and ecology. His original songs have been sung in premiere concert halls, at the Kyoto Global Forum and in the General Assembly of the UN. Raffi is a member of the Order of Canada, and received the UN's Earth Achievement Award.

Suggested Educational Exercises

"Turn this world around"

- Tell the history of Earth in 6 days: "Our planet was formed 4.5 billion years ago. If we are now Saturday 24:00 and it all started Monday 00:00: the 1st cell came Tuesday ; amphibians landed today in the morning ; and the giant reptiles were here from 4 to 10pm. Our specie arrived about 6 seconds ago. The industrial revolution started 1/40 of a second ago, and since then we have extracted from the Earth crust what took days and millions of species to clean the atmosphere from. There is an urgency to act now!"

"If every nations' leaders put their children first"

- What can children do? Tell the story of Severn Cullis-Suzuki. In 1992, at the age of 12, she gave at Rio's Earth Summit one of the most powerful speeches given to heads of States: "*We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. (...) You grown ups say you love us. I challenge you, please make your actions reflect your words.*"

Web links

- Nelson Mandela biography: <http://nobelprize.org/peace/laureates/1993/mandela-bio.html>
- Severn Cullis-Suzuki current actions, Recognition of Responsibility: www.skyfishproject.org

C. 'I Like to Recycle'

The Young and Elderly Recycling Music Stand Band

Metal cans, cardboard, newspapers, plastic jugs, and glass containers
With respect for all of nature, recycling all kinds of treasure
Sorting through the things that are there, and breathing in a breath of fresh air
That is what I like to do, recycling is good for me
If I am not too lazy, what I throw out can be recycled
Environmentally it is great, it saves the trees and makes less waste

Chorus: I like to recycle, recycle, recycle, I like to recycle, recycle, recycle, recycle

[same first 3 lines]

That is what I like to do, recycling is good for you
What would we do if nobody paid attention to the junk that is piling
So many things are wasted every day, it's a shame that they can't be recycled

{Chorus}

I believe that if we recycle we can live in this beautiful world / In harmony with Mother Nature

[Chorus]

'I Like to Recycle' and the Earth Charter

The 3R 'Reduce, Reuse, Recycle' that one finds in principle 7 (and especially 7a) of the Earth Charter: *"Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being."*

'Carl Stephenson' - USA

A young composer living in the USA, Carl Stephenson continues to create, with his Young and Elderly Recycling Music Stand Band, songs, stories and other artworks that participate to education for the environment protection *"so that we can live in a good balance with nature"*.

Suggested Educational Exercises

Recycle ...

- Many associations and local actions group promote recycling. Obtain information on what exists around you with your local government or any local association, and start recycling.
- What about creating artwork or toys from 'waste', recyclable one or not? Kids in Madagascar build and sell small cars that they make out of soda cans.

... and do much more !

- As specified in principle 7a of the Earth Charter, recycling is a third solution, after reducing and reusing ... Go around the school or the community to find out ways of reducing the amount of waste (ex: ban plastic and not reusable bags).
- Compare the "real price" of various products after integrating the environmental costs.
- Switching to renewable energy is a parallel and very connected action: how does a solar panel work? What about wind power? Would any of those be adaptable to your school?

Web links

- Visit Recycle City, an interactive learning experience: www.epa.gov/recyclecity
- Renewable energy for kids: www.rmi.org/sitepages/pid473.php and www.eia.doe.gov/kids

D. 'Forgive Me' - Clear Blue 22

Oh Mother, can you hear me?
It's been so long and I've done you so wrong

**I was a fool breaking all the rules
I thought your well would never run dry
I've taken more than I have given ①
With my wasteful livin'**

I'm still a child, running fierce and wild, only
living for today
But tomorrow's near, and I'm filled with fear
Please tell me it's not too late

I didn't mean to make you cry
Please forgive me // You give me life

I ran your lands without a thought or care
Abused the sky and sea
I never recognized // What you sacrificed

**Seeing you weak has finally made me see how I'm hurting you
Tomorrow's here, the end is near ②
Please tell me it's not too late**

Give me the chance to make it right
Please forgive me
You give me life

I want to see my children grow up
I want them to drink from your loving cup

Please forgive me
You give me life (x4)

'Forgive Me' and the Earth Charter

- [1] The Earth Charter preamble on the global situation: "*The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, (...)*"
- [2] Awareness is a major step towards change, and the Earth Charter calls to "*Enhance the role of the mass media in raising awareness of ecological and social challenges*" (14c)

'Clear Blue 22' - USA

In 2005, after nearly 4 years of existence in its present composition, Clear Blue 22 released their debut album, and is already a partner in hope with St. Jude Children's Research Hospital. Country Cares for St. Jude Kids is one of USA's most successful radio fund-raising events.

Suggested Educational Exercises

Patterns of consumption and production: YouthXchange UNESCO and UNEP program

- www.youthxchange.net: This website and the related guidebook are intended as a tool kit to assist youth groups and teachers to help raise awareness on sustainable consumption and empower youth to put the theory on sustainable lifestyle choices into practice.
- Using concrete examples and everyday language, the kit provides facts & figures on issues related to how people live and their impact on the environment, economy and society.
- It highlights the links between cultural, geographical and inter-generational factors with regard to consumption patterns. In particular, YouthXchange underlines how Sustainable Consumption directly relates to quality of life, efficient use of resources (both human and natural), ethical issues such as child labor, animal cruelty, fair trade and general equality

Raising awareness

- Through YouthXchange, or any other activities presented in this school kit: reflect on how it raised your awareness, and how you touch others (directly or through media).

Web links

- UNEP's Sustainable Consumption page: www.unep.org/pc/sustain
- Education www.eartheducation.org and sustainable lifestyle www.globalactionplan.org.uk

E. 'What's That, Habitat?' Remy Rodden ①

What's that? Habitat ! C'est quoi? L'habitat ! (x2)

Habitat, habitat is where it's at

Now every living creature needs a place to roam

We all need a shelter we can call our home

We'll die without food and water, it's as simple as that ②

Put it all together and it's called habitat

Food! (Food!) Water! (Water!) Shelter! (Shelter!) Space! (Space!) (3X)

Habitat, habitat is where it's at

Just think about that beaver he's in water all the time

He stockpiles leaves and branches all through the summertime

He stores them under water and in the winter he stays fat

'Cos they're under the ice outside his lodge and that's his habitat

Chorus

Now a grizzly bear needs lots of space to find all the food she needs

To feed herself and her cubs real well with fish, raw meat and berries

She gets her water from the lakes and streams and by the autumn she's so fat

She stays in her den, doesn't eat all winter and that's her habitat

Chorus

'What's That, Habitat?' and the Earth Charter

[1] This song is an answer to the call to "advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired" (principle 8)

[2] And it points out that to protect our basic needs (and the beaver's, and the grizzly's), we must "prevent harm as the best method of environmental protection" (principle 6)

'Remy Rodden' - Canada

As Conservation Education Coordinator for the Yukon Government, biologist and teacher Remy Rodden leads educational trips for kids into the Yukon wilderness, and assists local teachers to incorporate more environmental education into their classrooms.

As Remy often relates "We all have gifts to share, to help make the world a better place."

Suggested Educational Exercises

Natural Habitat: observing our surroundings

1. Take a walk in nature or visit an animal park.
2. List all the different animals you observed and what are the characteristics of their habitat. With the help of the Earth Charter, find out in what ways human beings could either harm or protect and assist those habitats.

Human Habitat: reflecting on ourselves

- The grizzly's and the beaver's habitats protect each by offering shelter, food, and sufficient space to live and raise their little ones.
- For us, our buildings and houses represent 40% of our energy use. How can we reduce that? And then, how can we use renewable energies? Take the example of your school.
- Food and transportation: Find out where the food you ate today comes from, how it has been transported. What is good practice? What could be done in a better way?

Web links

- WWF's website for conservation and fun: www.worldwildlife.org/fun/index.cfm
- Think about the planet with Remy Rodden's activities: www.thinkabout.ca/tatp.html

F. 'Dolphins Teach Us to Play' - Rosie Emery

Dolphin was traveling the ocean one day
Playing as dolphins do

①

Weaving in and out of the shifting tides
To the rhythm of grandmother moon;
Along came a whale, spouting out of his head
Said "have you got a minute or two,
The children of the planet Earth
Have sent this message to you, they said"

*Dolphin teach us to play,
In a loving and a friendly way,
Show us to be brave,
Fall in love with life each day
Dolphin teach us to laugh*

Show us how to make love last
Help us learn how to cry

②

*Teach us the joy of being alive,
Teach us the joy of being alive, ooh ooh.*

The Dreamtime dwellers told the dolphin too
"It's a time of jubilation;
Time to share the gift of language that was given to you
By the Spider from the Great Star Nation",
And up jumped the fishes and they nodded their heads,
Said, "we know it's really true;
The children of the planet Earth
Have sent this message to you, they said."



'Dolphins Teach Us to Play' and the Earth Charter

- [1] In the Earth Charter, the principle 15 focuses on the animal world: "*Treat all living beings with respect and consideration*"
- [2] This call to the dolphins can be related in the Earth Charter's conclusion "*change of mind and heart*" and its principle 1 "*Respect Earth and life in all its diversity*".

'Rosie Emery' - Canada

International children's entertainer, Rosie Emery is a singer/songwriter and environmental educator who specializes in teaching children how we are all interconnected through the songs that she writes, and programs that she produces. For 15 years she has been touring schools in Canada and the United States with her unique brand of environmental education.

Suggested Educational Exercises

"Dolphin was traveling the ocean" - Treat all living beings with respect and consideration

- Learn about the dolphins and their language. A lot of documentaries are available on this.
- Biology: explain the concept of genes. Scientifically, human and animals are very similar. Some studies even estimate the chimpanzees and the human beings to share 99% of their genes. The Earth Charter talks about the Community of Life, i.e., not separating humans from the rest of the living world.
- Biodiversity: Many our medicines and food come from plants or micro-organisms. The cure to some diseases might be found in one of those, thus one more reason for us to protect the biodiversity on our planet, the flora and the fauna. What plants live around your school?

"Teach us the joy of being alive" - Change of mind and heart

- Our body is a fantastic machine: Sport activities one can do in and out of the school can teach how to better use it. Like dolphins in the ocean, acrobats are absolute experts and they will often say that your mindset is very important to allow your body to function well.

Web links

- About dolphins www.cetacea.org/dolphins.htm and oceans www.oceansatlas.org
- Biodiversity www.biodiversityhotspots.org and ecosystems www.millenniumassessment.org

G. 'Serebro' - Dolphin

(Original in Russian - Серебро)

Мы с тобою две капли разные // одной воды
Слезы облака // Разобьёмся о землю стразами
Разлетимся вокруг да около // Бесконечное вниз стремление,
Награжденное солнца взглядом // Принесет траве упоение
Нас тобою положат рядом

Может быть попадем на лица // По щекам разотрут руками
Нас не станет с тобой, сестрица // Сохнет кожа воды следами
Или может быть в стекла оконные // Сердцем осени постучимся
Разбудить нам печали сонные // Тихим стоном души случится

И нас с тобою не отыскать, // все, что мы есть вода
Лишь остается ждать // серебро дождя

Нам с тобою земли не коснуться // Мы исчезнем в горящем пламени
Чтобы еще один раз завернуться // В нежный шелк темно-синего знамени

Чтобы еще раз подняться // И чтобы опять пролиться
Только бы не остаться // Вечности льдом искриться

И нас с тобою не отыскать, // все, что мы есть вода
Лишь остается ждать // серебро дождя

(English translation - Silver)

Me and you are the two drops // Of one water
Tears of the clouds // Will crush into the ground
Shatter all around // Endless urge to get down
Rewarded by the sun's glance // Will bring the rapture to the grass
Next to each other they will lay us

Maybe we'll end up on someone's face // Will be smeared onto cheeks
Sister, we'll disappear // Traces of water dry off of skin
Or maybe on windows' glass // We will knock with the heart of Autumn
And wake up sleeping sadness // With our soul's silent moan

And we won't be found // All we are is water
And all we can do is wait // For the silver rain...

We won't touch the ground // We'll disappear in shining flame
To wrap-up once again // Into the tender silk of the blue flag (sky)

To rise once again // And spill once again
Only not to stay // In this shining ice of eternity

And we won't be found // All we are is water
And all we can do is wait // For the silver rain...

'Serebro' and the Earth Charter

Through the metaphor of water, which is one main component of the biosphere and its inhabitants, this song links to Earth Charter principle 1a "Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings".

'Dolphin' - Russia

Dolphin is a superstar of the Russian alternative music culture. He describes his style as the poetry reading with an edge-to an electronic/rock beat. The Russian Writers Union acknowledges him as one of the most outstanding poets of modern culture. He is said to have a lot of impact on thousands of people life style.

Suggested Educational Exercises

Water and interdependence

- When observing the water cycle, it is obvious that all of our actions are linked. For example, there is gold in our computers, and gold extraction releases a lot of mercury into the water and the atmosphere. It is in turn absorbed by fishes and accumulates in our body with harmful effects. This is also why batteries should be carefully recycled, and new laws in Europe force producers to take care of their products after the consumer used them. Find out more about those programs around your school.

Culture and the influence of artists and media

- Dolphin is said to have a large influence with Russian people. Discuss, and ask for little stories on who influences today's youth both positively and negatively. How can we use these images to improve society?

Web links

- UNESCO's program on Man and the Biosphere: www.unesco.org/mab
- Learn about the water cycle: <http://ga.water.usgs.gov/edu/watercycle.html>

H. 'Flying Earth song' - Chen Yuan Yuan

(The original is in Mandarin)

Sing songs while walking on the mountain roads;
Sing songs while casting the fishing nets.

Sing songs while driving the flocks of cattle and sheep;
There are more songs than stars in the sky.

Sing for the blossoming peony;
Sing for the riping lychee.

Sing for lasting friendship
Longer than the river of the song goddess

Songs for spring and autumn
Songs for tea and liquor

Songs for the beautiful scenery

①

The life is getting better amidst the songs

Songs for times old and new // Songs for love and bliss

Songs for high spirits
The road becomes wider amidst the songs.

(repeat here)

② **Sing songs** while walking on the mountain roads;
Sing songs while casting the fishing nets.

Sing songs while driving the flocks of cattle and sheep;
There are more songs than stars in the sky.

The life is getting better amidst the songs

Songs for times old and new // Songs for love and bliss

Songs for high spirits
The road becomes wider amidst the songs.

'Flying Earth song' and the Earth Charter

[1] *"The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature."* (Earth Charter's preamble)

[2] Among other fields and institutions, the Earth Charter's conclusion (the way forward) calls to the arts *"to offer creative leadership"*

'Chen Yuan Yuan' - China

Chen Yuan Yuan comes from Fujian Province in China. She and her songs won many local and national prizes. At the age of 22 she manages and operates her own studio - an example of the role youth can have in creating sustainable activities and societies.

Suggested Educational Exercises

"Songs for the beautiful scenery"

- Take photographs or paint pictured of your own surroundings, or use magazines photos.
- Comment on them, highlighting the diversity of landscapes around you and the interconnectivity of all living beings. Find the influence of mankind, and how our buildings can be integrated in nature (ex: Rocky Mountain Institute buildings www.rmi.org).

"Sing Songs"

- Art is a powerful form of sharing ideas and passing a message. Create a song, write poems, draw or paint on the Earth Charter, or any of the values and principles it contains.
- You can find many examples of what has been done from different places of the world on the Earth Charter website's art page www.earthcharter.org/art.

Web links

- International Initiative for a sustainable built environment: www.iisbe.org
- Pictures to understand the Earth: www.yannarthusbertrand.com/us/clterre/somm00.htm

I. 'Rêve d'Air' - Ecole Lodi (WWF)

(Original in French)

3-2-1-0 danger, danger

La pollution n'est pas la solution

Mais au contraire nous apporte la désolation

Inondation ou désertification

Pourrait être les conséquences de nos actions

(Refrain) Bang bang

La planète est en danger car l'air est pollué

Pendant que tu regardes la télé le panda disparaît

Oui à la vie, stop à la mort

La planète là te regarde

Est-ce que t'es capable de faire un effort ?

Trop de voitures, trop de circulation ①

La pollution fatalité ? Moi je dis solution

Roller et marche

Devraient être privilégiés

Si tu vas au supermarché

Prend donc le tramway

(Refrain)

T'ouvres la fenêtre l'air est enfumé ②

Est-ce que tu comprends qu'il est urgent de décider ?

Le recyclage des déchets et **les énergies illimitées**

Sont une bonne alternative pour pouvoir enfin respirer

(Refrain)

Tension sur la planète

Attention à la planète

3-2-1-0 danger, danger

Pollution is not the solution / But on the contrary brings us desolation

Inundation or desertification / Could be the consequences of our actions

(Chorus) Bang bang / The planet is in danger because the air is polluted

While you watch TV the panda is disappearing / Yes to life, Stop to death

/ The planet here is watching you / Are you able to make an effort ?

Too many cars, too much traffic / Is pollution inevitable? Me, I

say solution / Rollerblading and walking / Should be privileged

If you go to the supermarket / You should take the tramway

(Chorus)

You open the window, and the air is full of smoke / Do you

understand it is urgent to decide ? / Recycling waste and **unlimited**

energies / Are a good alternative to at last be able to breathe

(Chorus)

Tension on the planet / Be careful with the planet

(English: Dream of air)

'Rêve d'Air' and the Earth Charter

- [1] Today's technology for cars relies on the use of fossil fuels (5f) and creates dangerous pollution (6d)
- [2] The right to Clean Air is one that must be guaranteed to all citizens (principle 9a)
- [3] We must use energy efficiently and turn to renewable forms of energy (principle 7b)

'Ecole Lodi (WWF)' - France

In 2004, the Lodi School (Southern France) participated in WWF's project "Let's Sing the Earth". Organized by WWF France, this project was 2004's edition of the yearly competition "Children's call for the Environment" to raise awareness and educate primary school children.

Suggested Educational Exercises

"Too many cars, too much traffic ... Is pollution inevitable?"

- Prepare a 'school transportation plan' to encourage the use of public transportation and car pooling among staff and parent. This can greatly diminish the use of fossil fuels.
- Find information on cleaner transportation for the school's vehicles, and inform the children and their parents on their options: bikes, hybrid cars, electric, hydrogen or biogas buses.

"You open the window the air is full of smoke"

- The human brain recognizes change better than its everyday environment: some people don't notice 'the smoke' anymore! Do field trips in natural settings to increase awareness.

We must use energy efficiently and turn to renewable forms of energy

- With the children, create an energy plan for the school: (1) where can energy be saved through better technology or education, and (2) what renewable forms of energy can be applicable to your school and/or community (wind, solar, geothermal, biogas, biomass, etc.).

Web links

- Sustainable mobility: www.mobilityweek-europe.org
- Air pollution: <http://coe.mse.ac.in/kidsair.asp>

(Song in French)

(English translation: Breathe)

Come closer boy, listen to me kid,
I'm going to tell you human beings' story
At first there was nothing at first it was well
Nature was going forward there was no path
The man got in with its big shoes
Kicking in the face to be respected
One way roads he started to draw
Arrows in the plain multiplied
And all elements got mastered
In the blink of an eye the story was wrapped
The time has not arrived when we'll go back
We even started to pollute desert

You have to breathe, and that's an obvious truth
You won't die of laughing, and that's worth saying

In a few years, we will have eaten the leave
And your grandchildren will have only one eye left
In the middle of the forehead and they will ask you
Why you do have two You will be a fool
They will tell you how did you let that happen
You will try to defend yourself to explain them slowly
It's not my fault it's the ancients' fault
But there won't be anyone left to get by with it
You will tell them the time when you could
Eat fruits in the grass laying down in the fields
There were animals all over the forest,
In the beginning of spring, birds came back

You have to breathe, and that's an obvious truth
You won't die of laughing, and that's worth saying it
You have to breathe, things get worse tomorrow
You won't die of laughing, and that's worth saying it

The worst part of that story is that we are slaves
Somehow murderers, here quite unable
To look at the tree without feeling guilty
Half undressed, 100 percent miserable
So that's it boy, the human beings' story
It's not that nice at all, and I don't know the end
You're not born in a cabbage but rather in a hole
That we fill up everyday as a manure pit

'Respire' and the Earth Charter

Building on the impact humans have on nature, this song relates to two main concepts of the Earth Charter:

Global interdependence and shared responsibility.

This wording comes from the conclusion, principle 2b also relates to it, as well as the preamble: "*Everyone shares responsibility for the present and future well-being of the human family and the larger living world.*"

'Mickey 3D' - France

In interviews, Mickey 3D have regularly enforced their commitment to act with non-governmental organizations (NGOs). For example, they organized concerts to build schools in Burkina Faso. "It is the volunteer citizen who makes things move (...). In fact, we do things are our level, and if everybody could do the same it would be great."

Suggested Educational Exercises

"Global Interdependence"

- Look at the surrounding objects in the classroom. Where do they come from? Who produced them and how? Help students realize that there isn't much in our current life that is not connected with other areas of the world.

"Shared Responsibility"

- Think about the last object you touched at home. Retrace its main components. It is very likely that some parts were produced in a way that violated some Earth Charter values or principles (intensive agriculture, labor exploitation, excessive transportation, ...). It is also clear that thanks to that object many people work, eat, learn, and live.

Local participation

- The above awareness can be disturbing. It is important to realize that even with the best intentions, one can not have a sustainable lifestyle in our society. But it is very possible to improve and help all of us getting there. What are local ways to participate around you?

Web links

- UK's eco-school project: www.eco-schools.org.uk
- The origin of our products, eco-labeling: www.eco-label.com

K. 'Planète Bleue' - Ecole Erckmann-Chatrian (WWF)

(Original in French)

*Tu connais l'autre nom de la Terre ? Oui c'est la planète Bleue
Mais que faire pour qu'elle reste Bleue ? Il faut arrêter de gaspiller l'eau
Mais comment ? Et bien écoute mes conseils :*

[Refrain] Si tu veux être heureux sur ta planète Bleue
Ecoute moi // gaspille pas l'eau des petits pandas

Quand tu te laves les mains // Laisse pas couler l'eau
Et au lieu d'un bain // Prends une douche plutôt

[Refrain]

Quand tu te brosses les dents // Ferme le robinet
Demande à Maman // Un joli gobelet

[Refrain]

Pour que ton vélo // Soit toujours très beau
Oublie le jet d'eau // Et remplis un seau

[Refrain]

Arrose ton jardin // Très tôt le matin
Ou alors le soir // S'il fait presque noir

[Refrain]

(English: Blue planet)

*Do you know Earth's other name? - Yes, it's the Blue planet
But what can we do to keep it Blue? - We have to stop wasting water
But how? - Well, listen carefully to my advices:*

[Chorus] If you want to be happy on your Blue planet
Listen to me // Don't waste little pandas water

When you wash your hands // Don't let the water run
And instead of a bath // Take a shower instead

[Chorus]

When you brush your teeth // Turn off the tap
Ask mum // A nice cup

[Chorus]

For your bike // To be always beautiful
Forget the hose // And fill up a bucket

[Chorus]

Water your garden // Very early in the morning
Or in the evening // If it's nearly dark

[Chorus]

'Planète Bleue' and the Earth Charter

All those tips to preserve water that are given to us by the children in this song respond to Earth Charter's principle 5e: *"Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems."*

'Ecole Erckmann-Chatrian (WWF)' - France

In 2004, Erckmann-Chatrian School (Eastern France) participated in WWF's project "Let's sing the Earth". Organized by WWF France, this project was 2004's edition of the yearly competition "Children's call for the Environment" to raise awareness and educate primary school children.

Suggested Educational Exercises

Water use and potential conflicts

- We should all utilize the small steps the song suggests to avoid excessive water consumption. Preserving water quality is a vital step too. One of the biggest water consuming and polluting sector is industrial agriculture. Buying ecologically friendly products from a local, human size producer, or products with no chemical pesticides, helps preserve water quality. Find where to find those products around your school. Explain the importance of this choice.
- Green Cross International is a strong supporter of the Earth Charter and has specific programs on water conflict prevention and environmental education and communication. Find out more on www.greencrossinternational.net

"Small steps can make a big difference" pledges - Pole to Pole

- In the year 2000, an international team of young people buried at the South Pole a copy of the Earth Charter and pledges from individuals they met in their North Pole to South Pole expedition across the Americas. What are your small steps? As individuals? As a group?

Web links

- Replace pesticides with ecologically sound alternatives: www.pan-international.org
- Blue Planet Prize, environmental achievements: www.af-info.or.jp/eng/honor/honor-e.html

The Earth Charter: an Educational Tool

"Our biggest challenge in this new century is to take an idea that sounds abstract - sustainable development - and turn it into reality for all the world's people."

Kofi Annan, United Nations Secretary-General

The Earth Charter / UNESCO CD™ includes 21 songs on 2 disks that promote the teaching of sustainable development fusing songs by international artists with Earth Charter principles.

The CD includes a **User Guide** describing the relevance of each song to Earth Charter values and principles, and suggested activities linked to the theme associated therewith.

This document 'The Earth Charter: an Educational Tool' delineates the background information for the CD: the Earth Charter complete text and general information, and an overview of its pedagogical uses in various settings around the world.

CONTENT:

- Education: Earth Charter Initiative's Education Program Overview, and Suggested Pedagogies to use the Earth Charter.
- 4 Case studies of the use of the Earth Charter with various objectives and in diverse settings:
 - o Peace and Cultural Diversity in the Balearic Islands
 - o Environmental Education in Brazil
 - o Governance around the world
 - o Teaching the Earth Charter at University level
- Testimonials to an inspiring document
- Complete text and general information on the Earth Charter

More information on the CD: Association 'Pour la Terre'
www.pourlaterre.org - Email: info@pourlaterre.org

Education: Overview and Suggested Pedagogies

"Utilize the Earth Charter as an educational instrument, particularly in the framework of the United Nations Decade for Education for Sustainable Development (2005-2014)" UNESCO Resolution (Oct. 2003)

Earth Charter Initiative's Education Program Overview:

Primary and secondary school teachers find the Earth Charter an inspiring vehicle for engaging students to think positively and creatively about their futures.

University educators find the Earth Charter a useful resource in courses on ethics, the environment, social justice, sustainable development, globalization, peace education and international relations.

Community educators find that the Earth Charter can raise people's awareness of the global challenges we face, and assist them in evaluating their own situation and deciding on positive courses of action.

All these different groups have found that the Earth Charter explains the abstract concept of sustainable development by offering concrete principles around which an educational program can be constructed.

Suggested Pedagogies to use the Earth Charter:

It seems neither possible nor advisable to produce generic set of materials with which to "teach" the Earth Charter. Instead, the Education Program is committed to supporting the development of activities and suggests that **the practice of Earth Charter pedagogy involves:**

- o Open, participatory and inclusive education processes,
- o Shared resources and materials and experiential learning activities,
- o Holistic learning and transdisciplinarity.

Experience tends to prove that the Earth Charter is useful for:

- o Knowledge of the critical challenges and choices,
- o Feeling a sense of universal responsibility; and recognition that there are differentiated responsibilities stemming from the wide economic and development gaps among people,
- o Valuing partnerships towards sustainability and promoting the interdependence of social, economic and environmental domains.

This information and the contents of the following pages can be found in the Educational Database and the 2002/2003 report of the Earth Charter Initiative. See www.earthcharter.org

Peace and Cultural Diversity in the Balearic Islands

In this example, a Multicultural Education Program for Peace and Cooperation, the Earth Charter inspired concrete projects, linked students from different schools and people from different cultures, and was a common ground for discussions.

The program Vivim Plegats (Living Together), was established in 2000 and used to run in the Balearic Islands, and was seeking to promote understanding, tolerance, peace, and cooperation. It was initiated to counter racism and xenophobia in response to the arrival of new immigrant populations from Northern European, African and American countries.

http://weib.caib.es/programes/vivimplegats/carta_de_la_terra.htm

The Program has been implemented at all educational levels, but it was most active in elementary schools. Over 76 schools in the Balearic Islands have put into practice the Earth Charter principles, with students working on themes related to multiculturalism, education for peace, and cooperation.

Pedagogic materials have been edited for this program, including adaptations of the Earth Charter for children and youth.

These adaptations have been translated into a dozen languages to facilitate multicultural work. In this way, students study the text in Catalan at school and then share with their families the same text in their own language.

See www.earthcharter.org/resources

Blanquerna Elementary School, Program Vivim Plegats, 2003/2004 Project: Know and live the Earth Charter

One of the 5 objectives of the program Vivim Plegats was to help the school (students, teachers, families) cooperate locally and internationally.

The Earth Charter supported and guided all the activities developed during the project.

A recommended class exercise is as follows:

- 1- Establish faculty level contacts between international classes of similar ages (expected countries: Germany, Australia, Brazil, Colombia, Senegal, France, Palestine/Israel).
- 2- Maintain electronic contacts among students, prepare materials presenting the diverse local living conditions, and exchange them by postal correspondence and email.
- 3- Present and discuss the contents of the Earth Charter, share comments between the different schools, and introduce the concrete applications realized on Majorca Island.
- 4- Elaborate interdisciplinary action plans to intensify the practical applications of the Earth Charter.

Environmental Education in Brazil

"I feel that the Earth Charter is of great hope to the heart, it is a way of joining forces with other citizens of the world that share the same feeling and same principles."

Sheila Ceccon, Coordinator of Environmental Education Projects,
Institute of Pedra Grande for Environmental Preservation (IPEG)

Building on the program "Crianças de Paz" (Children for Peace), the environmental education strategy was improved for the construction of the Fruit of the Earth Project. It evolves through several phases:

Phase 1: Broaden the educators' awareness of the importance of environmental education for the preservation of life on our planet.

Phase 2: From this point onwards awareness strategies are built for students, trying to get them in touch with the enchantment of nature. Visits to places out in nature are organized and we are stimulating different perceptions such as the different shades of the leaves, the texture of the trunk of the trees, the design on the spider webs, the sculpture of the flowers, the design that the insects made on the soil ... We seek to rediscover the beauty around us ...

[Addition: with this goal in mind, following a drum blind-folded in a forest (and eventually barefoot!) is a fantastic exercise.]

Phase 3: The environment is approached as a transversal theme of the other disciplines. All areas of knowledge are working together. Manifesting feelings regarding nature is a great incentive. Texts, music, poems, designs, dramatizations, etc. are now produced.

Phase 4: 'Humanity' is inserted within the context and we bring the reflection of the relation of the human family with the planet. What have human beings done? Is it worth acting like this? What would we need to change? Students are then taken to observe the space within the school, neighborhood, city and the world.

Phase 5: Promote personal involvement in searching for solutions to environmental issues. For example, in 2001 the school produced a document with designs, texts and many signatures, demanding more care for the river that bathes the city and the building of a station for the treatment of sewers. This document was delivered to the local authorities by a school committee formed with a representative of each grade.

Phase 6: The Earth Charter is then used during this action phase. It shows that "we are not alone" in this process of transformation of values, many other individuals in the world give credit to the importance and urgency of observing and acting ... we are not "naïve dreamers", a worldwide movement does exist and goes in the same direction.

Governance around the world

"Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice."

Earth Charter, Principle #13.

As part of its curriculum for secondary school students, the Australian Expedition Brink utilizes the Earth Charter to explore decision-making processes, a key element of good governance, and one of the fundamentals of sustainable development.

The Brink Expedition

In May 2003, a group of young Australians started an expedition traveling through 30 countries using human power and the natural elements. The aim of the Brink Expedition has been to bring social and environmental issues into mainstream awareness - through media, internet, schools they visit and schools that follow them, and sport (cricket!).

As the Brink Expedition team visits a community, they communicate with those residents the message of the Earth Charter. They also link students all over the world through the Internet, and at least 45 schools from Australia and Latin America participate by communicating with each other, following the expedition through journals, or studying the **Brink Curriculum materials, an example of one being "The Brink Expedition and the Earth Charter"**.

For more information: www.brinkx.org (> Curriculum)

Suggested exercise in "The Brink Expedition and the Earth Charter" related to 'Exploring Decision Making'

- 1- Set purpose for unit 'Exploring Decision Making'. Teacher develops supportive environment by modeling acceptance and respecting diversity in views and values and strategies for developing consensus peacefully.
- 2- Students individually write 10 rules for the effective running of the world. (Note: this subject also brings in the notion of governance, but any other subject could be chosen.)
- 3- Pair/share. Through consensus, the pair must arrive at a list of 10 (8 for more tension!)
- 4- Pair/share. The group of 4 must come up with a top 10, then with a group of 8, etc. Sustain this as long as you can to allow for a demonstration of conflict of values and issues of representation and misrepresentation to arise. *[Note: could be Internet based]*
- 5- Introduce the history of the Earth Charter and how long it has been in development, and the level of acceptance it enjoys.
- 6- Have students speculate why it has been so difficult to arrive at consensus about these issues. Compare the Earth Charter with the lists produced by the class. From their recent experience, discuss on the importance of having an Earth Charter, and the importance of personal values for decision-making and governance processes.

Teaching the Earth Charter at University level

Perhaps the true power of the Earth Charter is as a fertile ground where many good things may bloom.

Pr. Terry Link

In spring 2002, Professors Terry Link and Laurie Thorp of the Department of Resource Development of Michigan State University (USA), taught a course entitled "Earth Charter: Pathway to a Sustainable Future?". This course focused on the Earth Charter document as a vehicle for personal, institutional, community, national and global transformation. The professors designed the course as an alternative model for students, both in terms of pedagogical approach and learning assessment.

The class met twice a week for 80 minutes.

In the first session of the week a featured speaker or group of speakers addressed a specific Earth Charter principle and were asked to provide short recommended readings.

The second session was a discussion based upon the readings and presentation of the first session. Each student was required to participate in a semester-long project of engagement with the Earth Charter and their community.

The project was documented through the compilation of a praxis portfolio.

Students chose their own projects and were encouraged to find areas in which they were passionate or deeply curious about. Projects included school gardens, literacy programs, underprivileged tutoring programs, green building standards, recycling lists, performance with an international dance for peace effort, and so on.

Students learned about themselves and the complexities of life in a much deeper fashion than in the typical classroom experience. The use of various media presentations was also an important feature.

I was amazed at the generally positive energy the Earth Charter stimulated. There were a number of cynics in the course, who tended to soften their cynicism somewhat as the course developed.

Pr. Terry Link

Both the 5-page syllabus and course review (which details course design, evaluation and operation) are available on: www.earthcharter.org (section 'Resources')

Testimonials to an inspiring document

"There are enormous thought provoking words in this document [the Earth Charter] and what we should do is instead of just reading through, reflect on what those words mean so that we can be moved to action."

*Prof Wangari Maathai, Kenya,
Founder of the Green Belt Movement (Kenyan NGO),
Earth Charter Commissioner and Nobel Peace Prize 2004.*

[Adopt and promote the values of the Earth Charter] requires a change of mind and heart. It requires a new sense of global interdependence and universal responsibility. We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally. Our cultural diversity is a precious heritage and different cultures will find their own distinctive ways to realize the vision.

Earth Charter, Extract - The Way Forward

Having always been interested in social and environmental issues, it has always been a difficult task for me to divide my time and energy between the two main fields. When I first heard about the Earth Charter in November 2001, I was overwhelmed to realize that there was something out there, supported by people all around the world, that connected all the issues and pointed out the need for interdependence, cooperation and understanding in order to reach solutions to those issues. Hearing all the personal stories, during the Asia Pacific Earth Charter Conference in Brisbane in 2001, gave me a very real opportunity to see that the Earth Charter was not just a flat document with a series of vague principles. Instead, it was a living document that inspired people to take action on so many different levels.

Working in the field of education, I am also continually searching for ways to encourage my students to become more aware of the world around them and for them to understand that they have a role to play in the future. The Earth Charter is a very valuable tool that helps people to see that we are all part of a much bigger picture and we all need to work together.

*Louise Erbacher, Australia
Brink Expedition Coordinator and schoolteacher.*

The Earth Charter Text and Information

We must realize that when basic needs have been met,
human development is primarily about
being more, not having more.

Earth Charter, Extract from the Preamble

The case studies described in the above pages are good examples of educational uses of the Earth Charter in various settings. For more information on those examples, on the Earth Charter Initiative, or for more ideas and resources, please feel free to visit the Earth Charter Initiative's websites at:

- English: www.earthcharter.org
- Español: www.cartadelatierra.org
- Français: www.chartedelaterre.org

The full text of the Earth Charter and the main information concerning its vision, its drafting process, and some of the frequently asked questions that are raised about the Charter and the Earth Charter Initiative are added in the following 4 pages. This Earth Charter brochure can be accessed from the Initiative's websites.

We look forward to your visiting our website at www.pourlaterre.org
Or you may send your questions and comments at info@pourlaterre.org

- Association 'Pour la Terre' -

The Association 'Pour la Terre' wishes to thank those persons and organizations that permitted this project through their work with 'Pour la Terre' and the Earth Charter.



The Earth Charter

Values and Principles for a Sustainable Future

The Earth Charter is a declaration of fundamental principles for building a just, sustainable, and peaceful global society in the 21st century. It seeks to inspire in all peoples a new sense of global interdependence and shared responsibility for the wellbeing of the human family and the larger living world. It is an expression of hope and a call to help create a global partnership at a critical juncture in history.

The Earth Charter's inclusive ethical vision recognizes that environmental protection, human rights, equitable human development, and peace are interdependent and indivisible. It provides a new framework for thinking about and addressing these issues. The result is a fresh, broad conception of what constitutes a sustainable community and sustainable development.

Why is the Earth Charter important ?

At a time when major changes in how we think and live are urgently needed, the Earth Charter challenges us to examine our values and to choose a better way. It calls on us to search for common ground in the midst of our diversity and to embrace a new ethical vision that is shared by growing numbers of people in many nations and cultures throughout the world.

What is the history of the Earth Charter ?

In 1987 the United Nations World Commission on Environment and Development issued a call for creation of a new charter that would set forth fundamental principles for sustainable development. The drafting of an Earth Charter was part of the unfinished business of the 1992 Rio Earth Summit. In 1994 Maurice Strong, the secretary general of the Earth Summit and chairman of the Earth Council, and Mikhail Gorbachev, president of Green Cross International, launched a new Earth Charter initiative with support from the Dutch government. An Earth Charter Commission was formed in 1997 to oversee the project and an Earth Charter Secretariat was established at the Earth Council in Costa Rica.

By what process was the Earth Charter created ?

The Earth Charter is the product of a decade long, worldwide, crosscultural conversation about common goals and shared values. The drafting of the Earth Charter has involved the most open and participatory consultation process ever conducted in connection with an international document. Thousands of individuals and hundreds of organizations from all regions of the world, different cultures, and diverse sectors of society have participated. The Charter has been shaped by both experts and representatives of grassroots communities. It is a people's treaty that sets forth an important expression of the hopes and aspirations of the emerging global civil society.

Who wrote the Earth Charter ?

Early in 1997, the Earth Charter Commission formed an international drafting committee. The drafting committee helped to conduct the international consultation process, and the evolution and development of the document reflects the progress of the worldwide

dialogue on the Earth Charter. Beginning with the Benchmark Draft issued by the Commission following the Rio+5 Forum in Rio de Janeiro, drafts of the Earth Charter were circulated internationally as part of the consultation process. Meeting at the UNESCO Headquarters in Paris in March, 2000, the Commission approved a final version of the Earth Charter.

What are the sources of Earth Charter values ?

Together with the Earth Charter consultation process, the most important influences shaping the ideas and values in the Earth Charter are contemporary science, international law, the teachings of indigenous peoples, the wisdom of the world's great religions and philosophical traditions, the declarations and reports of the seven UN summit conferences held during the 1990s, the global ethics movement, numerous nongovernmental declarations and people's treaties issued over the past thirty years, and best practices for building sustainable communities.

What is the mission of the international Earth Charter Initiative?

A new phase in the Initiative began with the official launching of the Earth Charter at the Peace Palace in The Hague on June 29, 2000. The mission of the Initiative is to establish a sound ethical foundation for the emerging global society and to help build a sustainable world based on respect for nature, universal human rights, economic justice, and a culture of peace.

What are the goals of the Earth Charter Initiative ?

- 1.** To promote the dissemination, endorsement, and implementation of the Earth Charter by civil society, business, and government.
- 2.** To encourage and support the educational use of the Earth Charter in schools, universities, faith communities, and many other settings.
- 3.** To seek endorsement of the Earth Charter by the United Nations universities.

The Earth Charter

PREAMBLE

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

EARTH OUR HOME

Humanity is part of a vast evolving universe. Earth, our home, is alive with a unique community of life. The forces of nature make existence a demanding and uncertain adventure, but Earth has provided the conditions essential to life's evolution. The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air. The global environment with its finite resources is a common concern of all peoples. The protection of Earth's vitality, diversity, and beauty is a sacred trust.

THE GLOBAL SITUATION

The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

THE CHALLENGES AHEAD

The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realize that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

UNIVERSAL RESPONSIBILITY

To realize these aspirations, we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world. The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature.

We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed.

PRINCIPLES

I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE

1. *Respect Earth and life in all its diversity.*

- Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings.
- Affirm faith in the inherent dignity of all human beings and in the intellectual, artistic, ethical, and spiritual potential of humanity.

2. *Care for the community of life with understanding, compassion, and love.*

- Accept that with the right to own, manage, and use natural resources comes the duty to prevent environmental harm and to protect the rights of people.
- Affirm that with increased freedom, knowledge, and power comes increased responsibility to promote the common good.

3. *Build democratic societies that are just, participatory, sustainable, and peaceful.*

- Ensure that communities at all levels guarantee human rights and fundamental freedoms and provide everyone an opportunity to realize his or her full potential.
- Promote social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible.

4. *Secure Earth's bounty and beauty for present and future generations.*

- Recognize that the freedom of action of each generation is qualified by the needs of future generations.
- Transmit to future generations values, traditions, and institutions that support the long-term flourishing of Earth's human and ecological communities.

In order to fulfill these four broad commitments, it is necessary to:

II. ECOLOGICAL INTEGRITY

5. *Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.*

- Adopt at all levels sustainable development plans and regulations that make environmental conservation and rehabilitation integral to all development initiatives.
- Establish and safeguard viable nature and biosphere reserves, including wild lands and marine areas, to protect Earth's life support systems, maintain biodiversity, and preserve our natural heritage.
- Promote the recovery of endangered species and ecosystems.
- Control and eradicate non-native or genetically modified organisms harmful to native species and the environment, and prevent introduction of such harmful organisms.
- Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.



- Manage the extraction and use of non-renewable resources such as minerals and fossil fuels in ways that minimize depletion and cause no serious environmental damage.

6. *Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.*

- Take action to avoid the possibility of serious or irreversible environmental harm even when scientific knowledge is incomplete or inconclusive.
- Place the burden of proof on those who argue that a proposed activity will not cause significant harm, and make the responsible parties liable for environmental harm.
- Ensure that decision making addresses the cumulative, long-term, indirect, long distance, and global consequences of human activities.
- Prevent pollution of any part of the environment and allow no build-up of radioactive, toxic, or other hazardous substances.
- Avoid military activities damaging to the environment.

7. *Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.*

- Reduce, reuse, and recycle the materials used in production and consumption systems, and ensure that residual waste can be assimilated by ecological systems.
- Act with restraint and efficiency when using energy, and rely increasingly on renewable energy sources such as solar and wind.
- Promote the development, adoption, and equitable transfer of environmentally sound technologies.
- Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards.
- Ensure universal access to health care that fosters reproductive health and responsible reproduction.
- Adopt lifestyles that emphasize the quality of life and material sufficiency in a finite world.

8. *Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.*

- Support international scientific and technical cooperation on sustainability, with special attention to the needs of developing nations.

- b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.
- c. Ensure that information of vital importance to human health and environmental protection, including genetic information, remains available in the public domain.

III. SOCIAL AND ECONOMIC JUSTICE

9. Eradicate poverty as an ethical, social, and environmental imperative.

- a. Guarantee the right to potable water, clean air, food security, uncontaminated soil, shelter, and safe sanitation, allocating the national and international resources required.
- b. Empower every human being with the education and resources to secure a sustainable livelihood, and provide social security and safety nets for those who are unable to support themselves.
- c. Recognize the ignored, protect the vulnerable, serve those who suffer, and enable them to develop their capacities and to pursue their aspirations.

10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

- a. Promote the equitable distribution of wealth within nations and among nations.
- b. Enhance the intellectual, financial, technical, and social resources of developing nations, and relieve them of onerous international debt.
- c. Ensure that all trade supports sustainable resource use, environmental protection, and progressive labor standards.
- d. Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.

11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.

- a. Secure the human rights of women and girls and end all violence against them.
- b. Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.
- c. Strengthen families and ensure the safety and loving nurture of all family members.

12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual wellbeing, with special attention to the rights of indigenous peoples and minorities.

- a. Eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin.
- b. Affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.
- c. Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.
- d. Protect and restore outstanding places of cultural and spiritual significance.

IV. DEMOCRACY, NONVIOLENCE, AND PEACE

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.

- a. Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest.
- b. Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.
- c. Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.
- d. Institute effective and efficient access to administrative and independent judicial procedures, including remedies and redress for environmental harm and the threat of such harm.
- e. Eliminate corruption in all public and private institutions.
- f. Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.

14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.

- a. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.
- b. Promote the contribution of the arts and humanities as well as the sciences in sustainability education.
- c. Enhance the role of the mass media in raising awareness of ecological and social challenges.
- d. Recognize the importance of moral and spiritual education for sustainable living.

15. Treat all living beings with respect and consideration.

- a. Prevent cruelty to animals kept in human societies and protect them from suffering.
- b. Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering.
- c. Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species.

16. Promote a culture of tolerance, nonviolence, and peace.

- a. Encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations.
- b. Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and other disputes.
- c. Demilitarize national security systems to the level of a non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration.
- d. Eliminate nuclear, biological, and toxic weapons and other weapons of mass destruction.
- e. Ensure that the use of orbital and outer space supports environmental protection and peace.
- f. Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.

THE WAY FORWARD

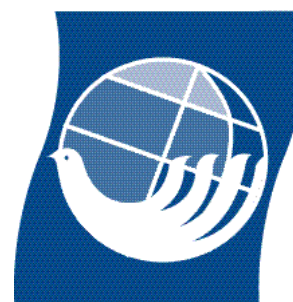
As never before in history, common destiny beckons us to seek a new beginning. Such renewal is the promise of these Earth Charter principles. To fulfill this promise, we must commit ourselves to adopt and promote the values and objectives of the Charter.

This requires a change of mind and heart. It requires a new sense of global interdependence and universal responsibility. We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally. Our cultural diversity is a precious heritage and different cultures will find their own distinctive ways to realize the vision. We must deepen and expand the global dialogue that generated the Earth Charter, for we have much to learn from the ongoing collaborative search for truth and wisdom.

Life often involves tensions between important values. This can mean difficult choices. However, we must find ways to harmonize diversity with unity, the exercise of freedom with the common good, short-term objectives with long-term goals. Every individual, family, organization, and community has a vital role to play. The arts, sciences, religions, educational institutions, media, businesses, nongovernmental organizations, and governments are all called to offer creative leadership. The partnership of government, civil society, and business is essential for effective governance.

In order to build a sustainable global community, the nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.

Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.



Who has endorsed the Earth Charter?

Thousands of nongovernmental organizations and cities and towns throughout the world have endorsed the Earth Charter and are working to implement its principles. Among these groups are national and international environmental organizations, educational institutions and associations, religious groups, peace initiatives, and local government councils, including the United States Conference of Mayors and the International Council for Local Environmental Initiatives. The Earth Charter has also been endorsed by the United Nations University for Peace in Costa Rica, with which the international Secretariat is presently affiliated. See the Earth Charter website for more information on endorsements.



How can the Earth Charter be used ?

A growing number of individuals, organizations, and communities are finding that there are a variety of interrelated ways to use the Earth Charter. It can be utilized as:

- an educational tool for developing understanding of the critical choices facing humanity and the urgent need for commitment to a sustainable way of life.
- an invitation to individuals, institutions, and communities for internal reflection on fundamental attitudes and ethical values governing behavior.
- a catalyst for multi-sectoral, crosscultural, and interfaith dialogue on global ethics and the direction of globalization.
- a call to action and guide to a sustainable way of life that can inspire commitment, cooperation, and change.
- a values framework for creating sustainable development policies and plans at all levels.
- an instrument for designing professional codes of conduct that promote accountability and for assessing progress towards sustainability in businesses, communities, and nations.
- a soft law instrument that provides an ethical foundation for the ongoing development of environmental and sustainable development law.

How you can participate in the Earth Charter Initiative ?

- Consult the Earth Charter website (<http://www.earthcharter.org>). The website provides extensive information on the background of the Earth Charter and suggestions for how to use it in a variety of settings.
- Contact a local or national Earth Charter group in your area. This information can be found on the Earth Charter website
- Start an Earth Charter study group and explore how to use the Earth Charter and apply its principles in your home, workplace, and local community.
- Provide copies of the Earth Charter and relevant background information to schools, faith communities, businesses, and local governments. To request copies of the Earth Charter brochures, call the International Secretariat at (506) 205-9000 or write to info@earthcharter.org.
- Make use of the Earth Charter in public events, conferences, and workshops.
- Endorse the Earth Charter and encourage endorsement by organizations to which you belong. Alienta a tu gobierno local y nacional a utilizar y avalar la Carta de la Tierra.
- Encourage your local and national government to use and endorse the Earth Charter.
- Urge your national government to support endorsement of the Earth Charter by the United Nations.
- Make charitable contributions in support of local Earth Charter projects and the international Earth Charter Initiative.

Who provides the funding for the Initiative?

The Earth Charter Initiative is dependent upon contributions from individuals, nongovernmental organizations, and foundations. Some governments have also provided support. Financial contributions to the international Earth Charter Initiative can be sent to:

The Earth Charter Fund/TPC,
attention: Claire Wilson, Post Office Box 648,
Middlebury, VT 05753 USA.

What does endorsement of the Earth Charter mean?

Endorsement of the Earth Charter by individuals or organizations signifies a commitment to the spirit and aims of the document. It indicates an intention to use the Earth Charter in ways that are appropriate given the situation and to cooperate with others in working for the implementation of its principles. Endorsement builds support for the Earth Charter Initiative and social change. See the website for further information on endorsement.

Earth Charter Commission

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*The well-being of the human family
and greater community of life
depends on our personal
commitment...*

Join the Earth Charter Initiative!