

2023

Earth Charter Young Leaders Activities

Find here some self-reported activities from Earth Charter Young Leaders around the world



Earth Charter Youth Programme



Recognizing the power and importance of youth as agents of change, ECI has been inspiring, engaging, and empowering young people from around the world to contribute to the transition towards sustainability and to use the Earth Charter as an ethical guide to further develop their leadership capacity in contributing to processes of social change. To facilitate this, ECI offers youth courses, such as the Leadership, Sustainability and Ethics online course, and invites course alumni to join the the Earth Charter Young Leaders Programme.

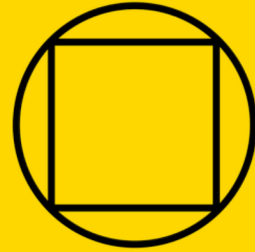
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Protect Earth's
diversity

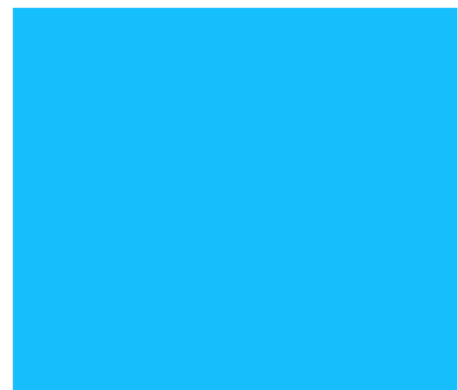
Yoseph Belew Abate

Ethiopia

As an Earth Charter Young Leader from Ethiopia, I have learned a great deal from my experience. I have learned about the importance of sustainability, social justice, and peace. I have also learned about the power of young people to make a difference in the world. I was teaching students at school about Earth charter principles and its values. I awarded Swarovski Water School global grant for two consecutive years in 2022 and 2023 for educating children at Ethiopian schools about Water, Sustainability and Agriculture.

When educating students about sustainability and water, I applied EC principles 5 and 7. Water is essential for the functioning of all ecosystems. By teaching students about the importance of water, we can help them to understand the interconnectedness of all life and the need to protect our ecosystems. We can teach students about sustainable water use practices, such as reducing water consumption, reusing water, and recycling wastewater. We can also teach them about the importance of water access and equity.

7

Sustainable
lifestyles



Victor Ayegba Mathew

Nigeria

[EarthCharter@23PlantALegacy](#)

As part of the strategy, as agreed by the ECLs Africa, I got a seedling and got a good place to properly tender it. The steps include: Stage 1: I Planted a tree, with the help of my landlord, his children and other community. Then I got a seedling cage (the use of this cage is to give the seedling protection from other dangers and attacks. After then, we unanimously watered the plants, took amazing photos and a little discussion on the benefits of tree planting and how it connects with the Earth Charter Principles and ethics. Finally, I shared my progress by tagging @EarthCharter, with the hashtag #EarthCharter@23 #EarthCharterPlantaLegacyTree



Chloé Bernardino

France

I was part of the core team responsible for the organization of an intergenerational dialogue within the [We Grow Together](#) summer camp to link youth visions and ideas with expertise from professionals.

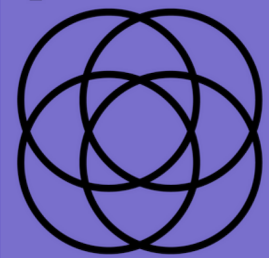
Experts are willing to connect and support, though some might override sometimes. We can trust youth to organise things for themselves while seeking guidance. Mentorship is really precious and should be developed.

In early 2023, Chloé also wrote a reflection titled, [Journey on Questioning and Exploring Self-interconnectedness and Interpersonal Relationships](#), which can be found [here](#).



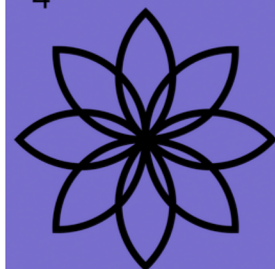
Picture credit: Till Brüggemann

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Interdependence
of all life

4



Justice across
generations

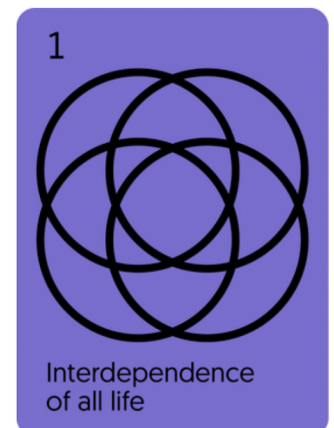


Picture credit: Till Brüggemann

Miriam Chiumia

Malawi

With partnership and funding from Swarovski Water Schools Project, I was able to implement a project called "Primary school learners for Climate Education. The project's primary focus was addressing the gap in climate change knowledge and action among primary school learners in Lilongwe, Malawi, directly impacting 50 learners from grades 5 to 8, and community members owning their business at area 49 market from Lilongwe, area 49, Malawi. Our solution was the implementation of a comprehensive Climate Education Project. This initiative sought to foster a transformative learning experience for learners through Project-Based Learning (PBL) integrated with Design Thinking. By immersing learners in real-world climate challenges and encouraging them to devise and implement solutions, the project promoted critical thinking, collaboration, and problem-solving skills. The curriculum, carefully tailored to the local context of Malawi and cultural relevance, covered climate change, impacts on communities, sustainable practices, and mitigation and adaptation strategies. Learners were taken through rigorous training for one week, after which as a requirement, they conducted a market clean up exercise at Area 49-proper market, as their designed solution to the identified environmental and climate change-related challenges around area 49 community. This market clean up exercise focused on the collection of solid waste in the local market area.



continued

Miriam Chiumia

Malawi

In August of 2023, with partnership and support from Swarovski Water Schools Project, we launched a pioneering climate education project that adopted a Project-Based Approach. Students were not only encouraged to learn about environmental and climate change issues but were challenged to apply their knowledge to real-world problems. This initiative was primarily designed to bridge the knowledge gap concerning climate change and climate action among primary school learners. To our surprise, it didn't just reveal the gap; it underscored the magnitude of the work that lies ahead in preparing the next generation for the impending impacts of climate change. One notable observation was that climate change-related concepts, such as global warming, were far from apparent to primary learners in the local primary schools of Lilongwe Area 49, Malawi. In a conversation with several secondary school students about climate justice, we encountered responses indicating that they had little to no understanding of the concept. These are the very individuals we anticipate will be at the forefront of crafting solutions to advance climate justice in Malawi. This realization has pushed me to continue to fight for more projects that can bridge this gap in knowledge and action on climate change among learners.





6

Prevent
ecological harm

Dora Larweh

Ghana

For me, I would say it is a great experience being with the Earth Charter and having been organizing clean up exercises from one community to the other in my country now has been a bit challenging. When the world clean up day was approaching, as usual, I wanted to organize another clean up exercise based on the theme: Waste not, but the time was very limited to organize one, so I partnered with one association called the Coastal of Neighborhoods Association of Ghana and together we cleaned up a beach in one of the communities in Ghana. In fact, it was very challenging because, residents in the community didn't understand why they should clean their environment and especially the beach. They were very reluctant initially, but along the line they joined us clean the place because we set an example as leaders by cleaning ourselves. The Earth Charter Principle 6 and SDG6 inspired me to be part of the exercise. We need to prevent ecological harm just as we can and as humans, we need good sanitation and clean water to survive.



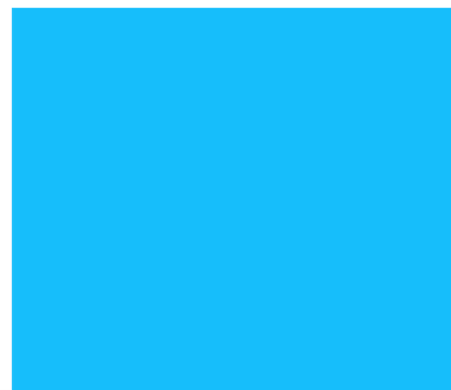


Khadeejah bint Malik H.

Phillipines

Growing for the Future: Seeds of Calhighians Workshop

On 3 March 2023, World Wildlife Day, around 70 students attended a workshop to bring awareness on sustainability, saving resources, SDGs, Earth Charter, and growing vegetables. It was held at the Caloocan High School, in the Philippines. Almost all the students had never heard about the UN Sustainable Development Goals. The topics were discussed by Khadeejah Hirzalla, president of the school's Senior Integrity Archers club, and Hussien Cabila, vice-president of the said club. Senior Integrity Archers club aims to promote integrity, respect, and social and environmental responsibility among students of Caloocan High School. The Philippines Department of Agriculture - Bureau of Plant Industry, supported the workshop by providing seedlings that were planted by the students during the workshop. There was also an interactive session where the students shared their views and new learnings regarding conserving nature and resources.



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Khadeejah bint Malik H.

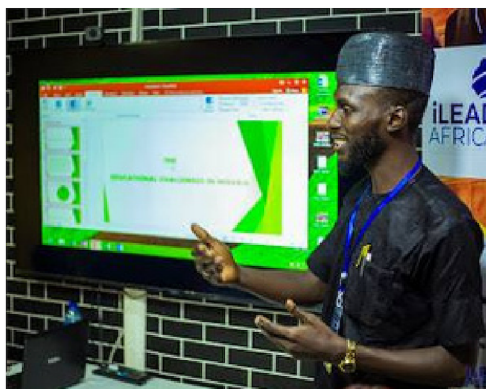
Phillipines

Overall leading the project with about 10 other volunteers who were part of the club was a new experience for me and taught me how to delegate tasks. We had technical issues with displaying the presentation, but we overcame it by explaining using real-life situations. Because of that we were also constraint with the time and had to reduce some planned games and activities. During my life, I will be working with many other like-minded youth who will contribute together for our shared goals. It is important that everyone is on the same page, and everyone has a clear plan of what has to be done for a project to be successful.

The workshop was co-facilitated by the Philippines Office of the Ombudsman's affiliated club, "Campus Integrity Crusaders-Senior Integrity Archers" of Caloocan High School.

Our workshop connected the students to Earth Charter principles "Respect and care for the community of life" and "Ecological integrity" but particularly principles 2, 5, and 7. The theme and topic covered during the workshop was also connected to Sustainable Development Goals 12 "Responsible Consumption and Production", SDG 13 "Climate Action", and SDG 15 "Life on Land".





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Eradicate
poverty

Nurudeen M Musa

Nigeria

As a result of widespread conflict violent, as well as ignorance, injustice and poverty which continue to cause great suffering and gap between rich and poor, due to some local communities are now being undermined, because the benefits of development and equal rights are not shared equitably. And realizing the scorecard of UNESCO which shows an over 244 millions children's globally are out of school, age range between 5 and 18 years old. Nigeria has over 10.5 millions children who are out of school with over 40% from Northern part of the country, and children's from the poorest households are the most affected ones. This resulted serious problems in our communities, such as terrorism, banditry and others, which continue undermine the peace and economic development of our dear nations.

According to UNESCO, every nations need to use 20 - 25 percent of its annual budget, in educational sector in order to achieve the SDG4. Example. In Nigeria, In 2021, out of ₦13.08 trillion Nigerian budget, only ₦742.5 billions was allocated to Educational sector, which is 5.68% percent of the total budget. In 2022 budget, out of ₦16.39 Trillions, only 7.9% percent allocated to Education, which is amounting to ₦1.29 Trillion. While in 2023- 2024, our educational expenditure is about 8.3 of percentage of the total budget.

continued

Musa Nurudeen Musa

Nigeria

OUR RESPONSIBILITIES Building a sustainable environment is a responsibility for everyone, as youth with over 75% of the world's population, it's high time to utilize our potential through partnership and collaboration to build the sustainable environment we want, and with our collective effort we change the narrative. But we need to take responsibility with our little capacity in our various community level to ensure all measures and support has been taking towards actualizing the environment we want through community engagement (Volunteer services which consist of dedicating our time, resources, energy and others) because we must be part of solution in societal problems, by taking steps to secure the future of yours and next generation through:

1. **ADVOCATING** - let's continue to advocate and petition our leaders to put more effort in educational sector, because we need consistent measure that will ensure the inclusiveness, equitable, as well as improve the standard of quality education and promote lifelong learning opportunities for all in our societies.
2. **COMMUNITY ENGAGEMENT** - We, at the community level, must take responsibility to secure the future of our children by ensuring each child has access to educational journey by been enrolled in the schools equipped with basic needs in order to emerge quality education for prosperous futures.
3. **THE IMPACT** - As a team lead of Haske Youth Development Association Nigeria, together with some of my members, in early 2023, we flagged off a campaign titled, "Giving Back to Society," with a theme "Back to School" where we partake in several activities, such as Inter-School quiz competition, celebration of International Day of Education, and even educational support to over 576 less privileged were we give out some scholarship, and paid tuition fees to some. We also distributed free exercise books to over 325, pupils In more than 8 schools, to boost the students' confidence and motivate them towards their educational carriers.

Caroline Mwende Gitonga

Kenya

My colleagues and I, from Youth Champions for SDGs Kenya, organized a discussion forum on How to Promote Sustainable Peace within our circles/communities. Panelists included youth and leaders from UNFPA Kenya and UNESCO Youth. We tackled how to deal with conflict, how to coexist with one another and what we can do to promote peace.

The forum was very productive as we were able to cover what we envisioned. I was reminded the significance of peace in promoting people's overall well-being, and being the basis upon which people can enjoy their fundamental rights. One challenge was getting many youth to attend the forum. Whereas a sizeable group of youth attended, we wished to reach out to more youth.

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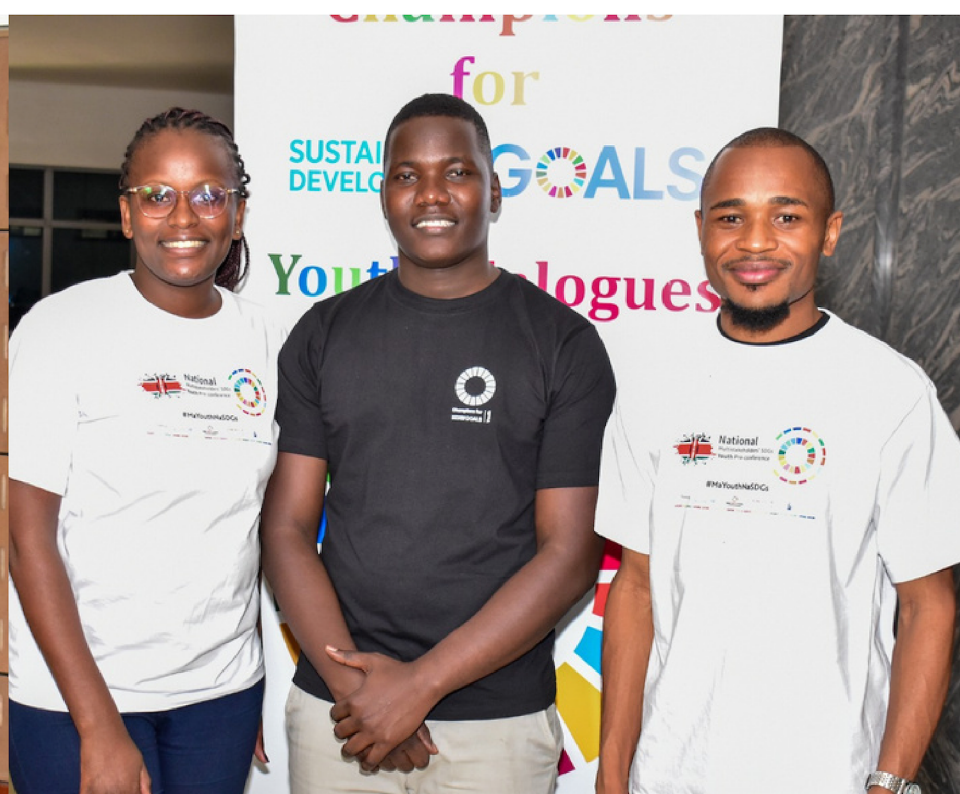


Prevent ecological harm

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Transparency and participation



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Caroline Mwendé Gitonga

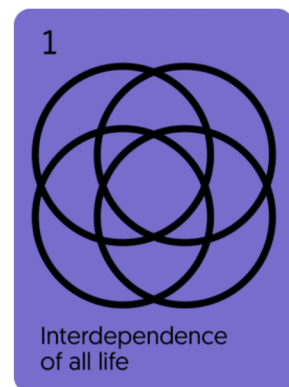
Kenya

On 28th November, we also organized the second National Multistakeholders' Pre-conference, to provide a platform for young people to engage with various stakeholders on SDGs implementation and review in Kenya through their representatives, to raise their levels of awareness of SDGs and to sensitize youth on important related processes leading up to the dead. The event was in collaboration with SDGs Kena Forum and the University of Nairobi Students Association and attracted 180+ youth attendance. The reason for organizing the preconference is to promote youth inclusion in the process as only one representative attends the main conference. The report produced from the conference is presented as a representation of youth voice.

The event was a brilliant idea to include the youth in the SDGs implementation, evaluation and reporting process. I learnt the significance of the youth presence at the decision-making table, to contribute towards decisions that affect them.

Lastly, this year I was admitted to the Kenyan Bar, a qualification that allows me to practice law in Kenya. This is a significant milestone in my academic and professional journey, as I have a keen interest in using my skills in environmental and social justice advocacy.





Greshma P Raju

India

During COP28 UAE, I spoke at the Faith Pavilion on Religion, Youth and Environment: A Global Response through Local Action. It was an experience that profoundly enriched my understanding of global environmental challenges and the critical role of grassroots movements in driving positive change. My focus was on how the Earth Charter inspired action, particularly through the formation of the EcoPeace Teen Cafe for teenagers, the importance of youth engagement and the integration of ethical principles in environmental advocacy.

Speaking at the Faith Pavilion provided a unique platform to emphasize the interconnectedness of faith, ethics, and environmental stewardship. The Earth Charter, with its principles rooted in sustainability, justice, and peace, served as a guiding framework for my discussion. Principle 16, specifically addressing peace, became a central theme in my address. I highlighted how fostering peace within ourselves, with others, and with the planet is indispensable for achieving sustainable development and combating environmental degradation.

The formation of the EcoPeace Teen Cafe was presented as a tangible manifestation of Principle 16 in action. By providing a space for teenagers to engage in dialogue, education, and action on environmental issues, the Teen Cafe embodies the spirit of peacebuilding and collaboration.

Raquel Sagot

Costa Rica

We hosted the first community mobility festival in Costa Rica. A vision of inclusion, accessibility and dignity in human mobilization between communities and cities. This event was developed thanks to the national Culture Points award from the Ministry of Culture of Costa Rica.

Territorial dynamics are particular, more so in regional and cantonal spaces, where we can see towns as social laboratories of profound change. From that same vision, the first community mobility festival in the country was born, focused on people with disabilities, women and diverse people, populations that are not usually considered in the design of cities and public transportation. Questions of how we can contribute to creating more dignified towns resonated with us all the way, the alliances we formed were essential, the Center for Urban Sustainability (CPSUrbana), the State University at a Distance (UNED) and the Development Association of the community of La Granja, helped us execute the dream of developing a new culture of inclusive, dignified and sustainable mobility in the western region of Costa Rica.

Day 1 of the festival was focused on making visible the current situation in Costa Rica, for two audiences, children and families, through puppets, and for the general public and regional authorities, a high-level panel where various sectors discussed laws, problems, regulations and many opportunities. Activist Nicole Mesén Sojo guided us on the route of creating cities that always consider people with disabilities.



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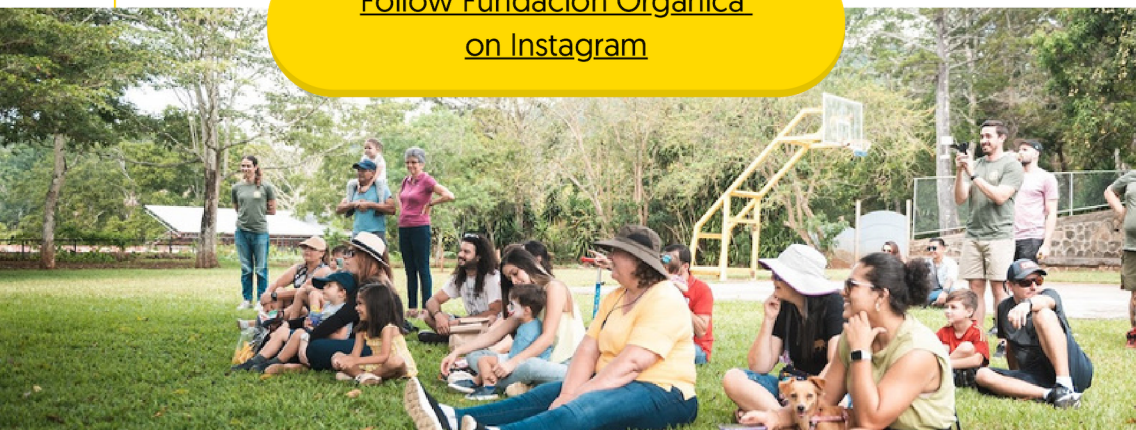
Raquel Sagot

Costa Rica

Dialogues were also held to discuss the uses of technology for mobility data and cultural activities. During the two days, entrepreneurs from the area accompanied us, selling everything from scarves to wooden items, mushroom mycelium, and sweets to take home. Day 2 was based on gender, with the permanent question "for whom are cities built?". We learned about walkability, situations based on diversity and gender, there was also a workshop on self-defense, all to encompass the importance of moving calmly through our communities. At the festival's end, people came forward happy that their visions were considered. The community was also happy because we linked the festival project to making good, large sidewalks so that the place would become the first accessible park in the town of Palmares. The most profound teachings were what people said in the workshops, the safe spaces created to talk about their needs and put them on the discussion table. The culture of community mobility is only achieved with the organization of people around the dignity that all people can access services without moving from one place to another being an impediment.

The Earth Charter is the guiding ethical framework of the Colectiva Orgánica, our foundation, so we always try to include the guidance it represents.

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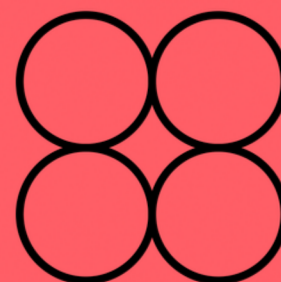


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Sustainable lifestyles

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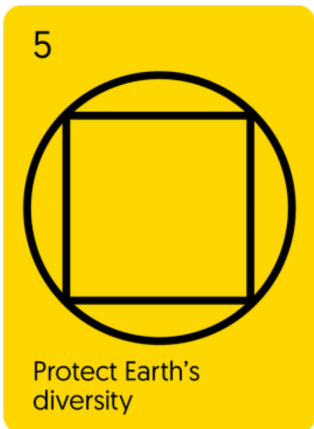
Dignity, inclusion and well-being

Victory Chibueze Silas

Nigeria

EarthCharter@23PlantALegacy

I am fascinated about education, which is my core purpose professionally as a classroom teacher. Growing up in a sub-saharan Africa, I experienced so many forms of poverty in my environment, including not being able to pay school fees and hunger. I asked myself, "How can a hungry student learn?" This is why I choose to work on poverty eradication and education.

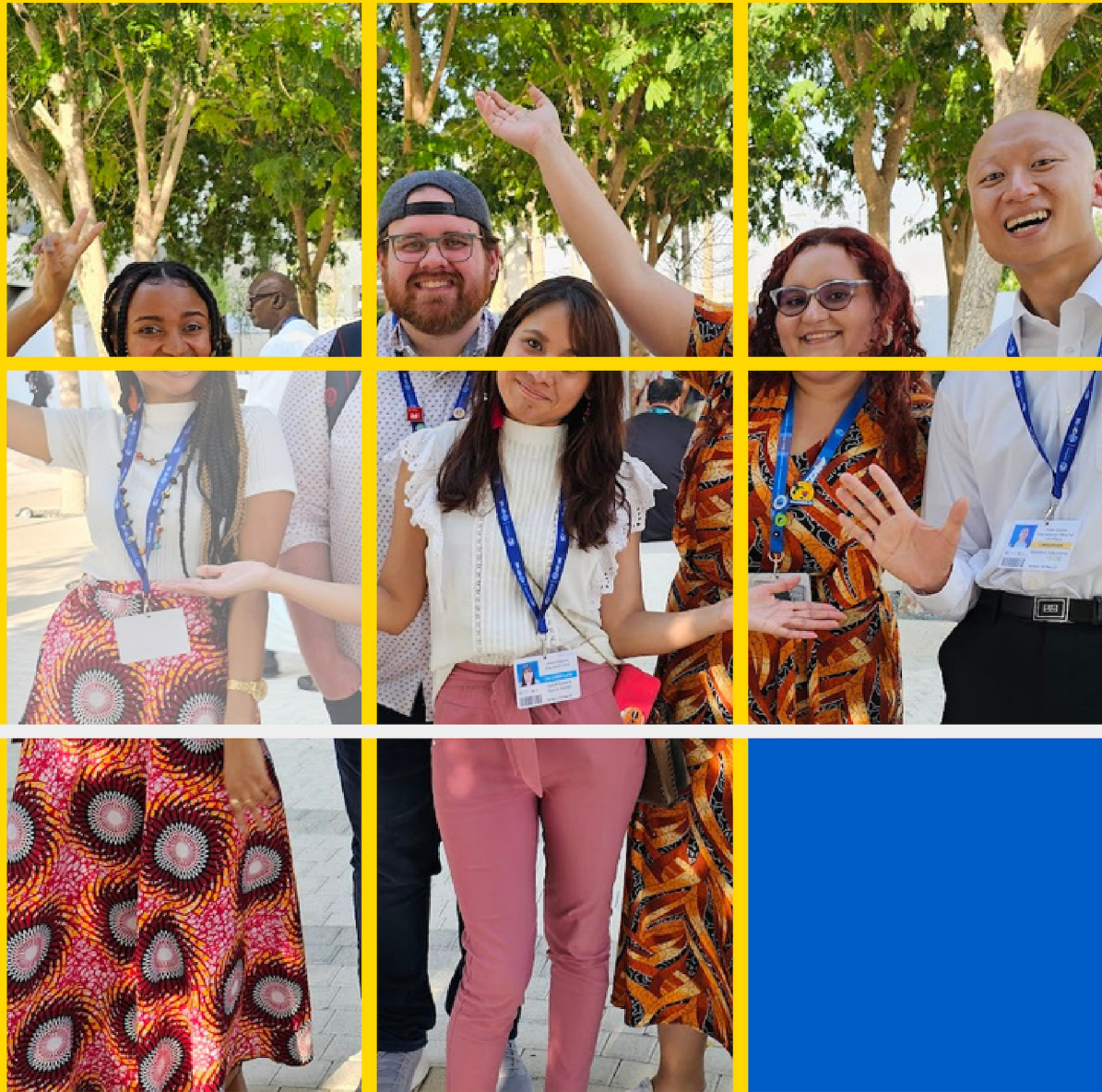


#INSPIRINGLEADER
from Nigeria 🇳🇮

My favourite Earth Charter principle

SILAS VICTORY CHIBUEZE

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Turning Conscience into Action