



YOUTH MANIFESTO

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The Rosenberg House Davos is an initiative
by students of Institut auf dem Rosenberg.

instrosenberg.ch
davoshouse@instrosenberg.ch
davos@instrosenberg.ch

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We do not seek merely to inherit the future. We seek to shape it.

For a long time, young people have been spoken about in conversations about the future. We are called “the next generation” or “future leaders,” but too often we are only invited in after the big questions have already been decided.

We believe that has to change.

The Youth Manifesto matters because it gives young people a platform to express the ideas, concerns, and decisions that will shape our future. More importantly, it reminds us that we are not passive observers of the world around us. We can be active contributors with opinions, experiences, and solutions that deserve to be taken seriously.

For some of us, this manifesto has meant having our perspective heard in a real-world setting for the first time. It has meant being treated not only as students, but as people who can add value to important discussions. It has given us hope that ambitious ideas can become something more than thoughts in a classroom — that they can be developed, presented, challenged, and carried forward.

If we are going to live with the consequences of today’s decisions, then we should also have a real voice in shaping them. Not as decoration. Not just for a panel photo. But as people with questions, doubts, imagination, and responsibility.

The issues in this manifesto are not distant from our lives. AI is already changing how we learn, work, create, and know what to trust. Climate change is already shaping the places we live and the futures we imagine. Health, fairness, identity, education, technology, accountability, and belonging are all connected in the world we are growing up in.

This manifesto is not written because young people care. Of course we care. It is written because caring is no longer enough.

We want to move from being seen to being heard, and from being heard to being trusted with what happens next. We want adults and institutions to work with us earlier, more honestly, and with real accountability. We also know young people have a responsibility too: to ask better questions, listen across differences, test ideas, and lead with courage instead of cynicism.

This manifesto is important because it records what young people are thinking now, not as a temporary conversation, but as something clear, accessible, and lasting. It represents not only those of us who were able to be in the room, but also young people who do not always get the chance to be represented.

The future cannot be built by one generation alone. It will take adults willing to share space, institutions willing to change, and young people willing to step forward with imagination, responsibility, and follow-through.

We do not seek merely to inherit the future.

We seek to shape it together.

Andrea H. Grade 11, Elina L. Grade 11, Kesnacharvy S. Grade 11, Ida H. Grade 9, Ruilin W. Grade 10

“THIS IS NOT THE CONCLUSION OF A CONVERSATION. IT IS THE BEGINNING OF A SHARED RESPONSIBILITY.”

The Student Collective at The Rosenberg House Davos

The Four Key Topics of the Rosenberg Youth Manifesto:

1. Reimagining Leadership

Education, Future Skills & Intergenerational Leadership

Reimagining education beyond traditional models to equip future generations with the human, technological, ethical, and entrepreneurial capabilities required to navigate complexity and lead collaboratively.

2. Planet & Purpose

Climate Resilience & Regenerative Futures

Addressing the urgent need for adaptive systems, sustainable innovation, future urban living, food resilience, energy transformation, and environmental responsibility in a rapidly changing world.

3. Technology & Trust

Human-Centred Artificial Intelligence & Ethical Technology

Exploring how emerging technologies can remain aligned with human values, ethical governance, creativity, education, and wellbeing - ensuring that technological advancement strengthens humanity rather than diminishes it.

4. Peace, Equity & Global Citizenship

Wellbeing, Identity & Human Connection in a Digital Age

Examining the impact of hyperconnectivity, digital environments, and social transformation on mental health, belonging, purpose, and human relationships, while exploring how future systems can prioritise wellbeing alongside progress.

“I WOULD SAY THE SAFEST THING IS TO INVEST IN THE BRAIN, THE HEART, AND THE HANDS. YOU NEED A WIDE SET OF SKILLS. IF YOU FOCUS ON A NARROW SET OF SKILLS YOU’RE MAKING A VERY DANGEROUS BET.”

Yuval Noah Harari during The Rosenberg House Davos 2026
Historian and Author of Sapiens, Homo Deus, 21 Lessons for the 21st Century, Nexus, and Unstoppable Us

The Youth Manifesto that follows was not written as a reaction to Davos, nor produced as an “event document.” It is the next step in an ongoing process of learning, making, and testing ideas at Institut auf dem Rosenberg. Davos provided a concentrated setting: five days of live dialogue where students could put their work forward, listen closely, and sharpen what they believe needs to happen next.

Building on the students’ first two-day debut at House of Trust in 2025, Davos 2026 marked a significant step forward: Rosenberg expanded into a full five-day programme in which students were not only present, but responsible for hosting and moderating the conversations themselves. In January 2026, Institut auf dem Rosenberg became the first school to host and moderate a five-day venue during the World Economic Forum in Davos. Rosenberg House Davos was not designed as a student showcase. It was designed as a working space - built around questions our students engage with year-round: climate systems and adaptation, emerging technologies, material innovation, education, governance, wellbeing, and culture.

The road to Davos began well before January. Students did not create new work for the week. Instead, they adapted what they had already developed through Rosenberg learning so it could function in the Davos format: short sprints, clear framing, and real exchange with experts. They translated longer projects into materials that could be understood quickly and challenged openly - briefs, prototypes, visuals, and discussion prompts - without losing the depth behind them.

Preparation was practical. Students tightened language, clarified claims, checked assumptions, and rehearsed moderation so they could guide conversations with focus and fairness. They also researched the world-renowned experts and institutions joining each session, preparing informed questions and ensuring their work connected to the people in the room.

This Manifesto is the outcome of that process: a record of what students heard, tested, learned, and are ready to stand behind. The road to Davos led back to a bigger question: what does responsibility look like for the next generation? This Youth Manifesto is their response.

Institut auf dem Rosenberg



We've found ourselves in your hands. The future is up to all of us, and in this document we are speaking to you: friend, partner, collaborator of the Rosenberg community. Carry this with you. This document is a living and growing conversation. It asks for your active engagement. It prompts you to ask questions. It asks you to find your unique place in the world and inhabit it fully.

Some challenges can seem distant and disconnected — yet we choose to take responsibility for the world around us. What are the levers we can pull? Where do we have access? What doors can we open? What tables can we sit at? And the world we are collectively building throughout the arc of our journeys — that is the question we carry with us.

What you'll find in this document:

1. Our Collective Commitment Statements

These are phrased in an actionable tone. It's not "we hope" or "we strive for." It is rooted in the present: "we stand for..." These are the guiding principles we carry with us into the world, into the challenges and opportunities we face.

2. Letters from Present Leaders to Future Leaders

These are a tribute to the Age Zero approach of this work. We do not wait for age-related authority. We do not wait for permission from those in leadership positions. We acknowledge that we are all here now and our voices are equal at the table of our collective future, whether we are 8 or 98. These are letters from people we draw inspiration from, leaning into intergenerational exchange.

3. Word Definitions

Words are the foundational building blocks of communication. Words make up our constitutions, policies, laws, stories, and songs. They tell ancient tales and mark our shared interpretation of the world around us. Despite their precision and detailed etymology, words are subject to interpretation. The same word can mean different things in different contexts. The connotations of a word shift with geography. Someone with a lifetime of research in a particular topic might define a key word differently than its standardised dictionary definition. Intonation, volume, projection, and pronunciation all play a part in delivery. So how do we become more familiar with the words that matter most to us in our vision of the future we are shaping? The word definitions included are written by students of the Institut auf dem Rosenberg and invite you to delve even further into the imagery and meaning they carry.

3. Chapter Resolutions are guides based on the research, conversations, learnings, and reflections from each topic. These are guides to learn from and carry forward.

4. Blueprint Actions

At the end of any productive meeting, action points are distributed with timelines, parameters, and ownership. These actions serve as actionable points for you. Are you part of a governing body, an institution, a company? These are action points we are inviting you to take ownership of.

5. Prompts

Throughout the zine we pose open questions and prompts. These are for you to jot down your own ideas and reflections in dialogue with our work. We are inviting you to engage and collaborate. It may challenge you. Good. Jump in — we need you.

6. Climate Venn Diagram

Designed and promoted by Dr. Ayana Elizabeth Johnson, this exercise is a powerful way to locate yourself within the larger context. Set aside an hour to sit with this exercise, which identifies what you're good at, what you enjoy doing, and how you can best contribute to the work that needs to be done.

7. Bibliography

This is a living document. It has been formed by student voices over a year of active and experiential participation in a wide range of formats, and the manifesto is by no means static. An idea is only as good as its execution, and a manifesto is only as powerful as the people who carry it forward.

This manifesto is not intended to provide all the answers. Its purpose is to encourage reflection, dialogue, experimentation, and action.

Read the questions.

Challenge the ideas.

Write in the journal pages.

Discuss the resolutions.

Test the Blueprint Actions.

Share your results.

Continue the conversation.

Because the future will not be built by any single institution, generation, or government. It will be built by those willing to show up.

Valentin Abend and Pamela Elizarraras Acitores
Directors, Climate Words Inc.

We stand for...

**A seat at the table
for every generation.**

**Leadership with accountability
and empathy.**

**Technology guided
by human values.**

**Regenerative futures
for people and planet.**

**Collaboration
over division.**

**Fairness, participation,
and shared opportunity.**

**Action that matches
our responsibilities.**

We stand for a future where young people are not merely consulted, but actively included in shaping the decisions that will define their lives.

We stand for leadership rooted in accountability, empathy, humility, honesty, and the courage to act with integrity.

We stand for innovation that serves humanity, ensuring that technology advances human potential while remaining guided by ethics, trust, and responsibility.

We stand for regenerative thinking, where progress is measured not only by what we sustain, but by what we restore for future generations, and the ecosystems that support all life.

We stand for collaboration across generations, cultures, disciplines, and nations, recognising that the world's greatest challenges cannot be solved in isolation.

We stand for fairness, meaningful participation, and shared opportunity, ensuring that every person has the chance to contribute, grow, and thrive.

We stand for turning dialogue into action, moving beyond awareness towards implementation and lasting impact.



REIMAGINING LEADERSHIP

Dear Future Leader,

You will inherit systems that were not designed for the world you are living in. They were built for stability, predictability, and control. You will experience something different: volatility, ambiguity, and constant change. Do not try to fix this tension. Learn to work with it.

One of the biggest misunderstandings of our time is how we think about people. For decades, we have treated users as consumers, as endpoints of value creation. We measured them, segmented them, optimized them. But the future does not belong to systems that extract value. It belongs to systems that enable participation.

The shift from consumer to collaborator is not a communication problem. It is a structural one. If you want people to contribute, you must give them something real to contribute to and not feedback loops that simulate participation, but spaces where their input actually changes outcomes.

This requires three things: shared context, because people cannot contribute to what they do not understand; real agency, because participation without consequence is decoration; and time to think, because meaningful contribution needs space, and most systems today are optimized for speed, not reflection.

You will also notice that young people are already operating differently. They collaborate across boundaries, learn in public, and build in iterations. They do not wait for permission. What institutions often interpret as impatience is actually a higher standard for relevance. The failure is not on their side. It is on systems that still believe authority comes from position, instead of from the ability to make better decisions under uncertainty.

Leadership, in your time, will not be about control. It will be about creating the conditions where others can outperform you. This is harder than it sounds, because it requires letting go of what current leadership has been built on: certainty, authorship, and sometimes even recognition.

What leadership has truly cost and taught me is something more personal. You cannot lead others if you have not made peace with yourself not as a concept, but in the quiet moments when no one is watching. The foundation is self-acceptance. Not confidence as performance, but the simple ability to like who you are. Because only someone who genuinely accepts themselves can fully engage with others without pretending, without distance, without an agenda behind the presence. And presence is everything. You only ever have this one moment. That is where the difference is made. You cannot fake it. You cannot outsource it. When you reach that—and it is hard-won—it becomes the key to everything outside of you.

You do not lose control when you share it. You lose control when you pretend you still have it.

The world you are stepping into does not need more answers. It needs better questions, faster learning, and the courage to adapt. Build systems that can learn and trust people enough to be part of them.

Raphael Gielgen
Trend Scout, Vitra



**“WHAT DOES MEANINGFUL ACCOUNTABILITY LOOK LIKE
TO YOUR GENERATION? ”**

Jasper F., Grade 11

**“I WOULD SAY FIRST AND FOREMOST,
ACCOUNTABILITY STARTS WITH
ONESELF. WHEN YOU CAN FOCUS ON
CORE HUMAN SKILLS, PROBLEM
SOLVING, DECISION OWNERSHIP,
ACCOUNTABILITY, AND ADAPTABILITY,
YOU EMPOWER SOMEBODY
TO DO SO MUCH MORE.”**

Katrina Salazar
Founder and CEO, weThink

HONESTY

Honesty means telling the truth, even when it's uncomfortable. But living it out is another matter. Whether it's owning up to a mistake, giving a friend genuine feedback, or admitting something to yourself you'd rather ignore, honesty takes real courage.

The word comes from the Latin honestus, meaning honorable. When someone is consistently honest, we trust them. We rely on them. That's not a small thing.

What often gets overlooked is that honesty isn't just about avoiding lies. It's about being genuine: with others and with yourself. Recognizing when you're wrong, when you're struggling, or when something isn't working. That kind of inner honesty is often the hardest kind, and the most valuable.

In a world where it's increasingly easy to present a filtered or exaggerated version of reality, genuine honesty stands out. It builds real trust and real connection: in friendships, workplaces, and communities.

Vladimir L., Grade 10

ACCOUNTABILITY

Accountability is the willingness to take ownership of your actions, decisions, and their consequences, whether the outcome is good or not. Being accountable makes you a natural leader in every room you enter and in every situation you face. It builds trust with the people around you, friends, family, and those closest to you, and gives them the confidence to rely on you.

In the real world, accountable people stand out. They create comfort and stability in their relationships, and that consistency is what turns good friendships into lasting ones.

Mikayil A., Grade 11

EMPATHY

Empathy is the ability to deeply understand someone and what they are going through, offering compassion and responding without judgement.

It is what brings people closer together. Without it, everyone is left feeling alone, because everyone is carrying their own version of hardship, and it can feel like you are the only one sometimes. Empathy, in that way, has the power to change the world. In a time of constant criticism and judgement, especially through social media, there is a real risk that the way we see ourselves gets shaped by outside noise.

Being honest and vulnerable with someone who truly empathizes with you can ease that loneliness. You do not need a thousand people to feel understood. Sometimes you just need one.

Sofiia S., Grade 10

DIALOGUE

Dialogue is an open and respectful exchange of ideas between people with different experiences, opinions, and perspectives. Its purpose is not to win an argument, but to understand, learn, and build stronger connections.

Orik D., Grade 9

HUMILITY

Humility means respecting others and not placing yourself above them. It is about listening, learning, and being mindful of how your actions affect the people around you.

In Japan, humility shows up in everyday life through manners and quiet consideration. People bow to show respect, speak with care, and are mindful of those around them in public spaces. Many students are taught from a young age to think about the group, not only themselves. People wait patiently in lines, keep shared spaces clean, and apologize even for small mistakes. These habits may seem small, but they build trust and harmony across an entire society.

Humility also helps people communicate with patience and stay open to different perspectives. But it does not mean hiding your ideas or going silent. It means being confident while still holding space for others.

In a world increasingly focused on competition and status, humility matters. It is what builds kinder communities and stronger connections across cultures.

Goto M., Grade 10

**DESCRIBE A LEADER YOU LOOK UP TO.
WHAT MAKES THEM DIFFERENT?**

**“WITHOUT EMPATHY, WE LOSE
SOMETHING ESSENTIALLY HUMAN.
WITH IT, WE CAN TRULY CONNECT WITH
OTHERS, STEP INTO THEIR
EXPERIENCE, AND BUILD SOMETHING
DEEP AND INTIMATE. THAT KIND OF
CONNECTION MATTERS MORE THAN
MOST PEOPLE REALISE.”**

Hannah B., Grade 9

INTEGRITY

Integrity is critical. Easily defined in Dictionaries, but often forgotten fused with negative values or temptations of life. Yet ‘Life’ itself has its rules, catching those out choosing ill-serving paths, Integrity protecting those choosing it instead.

Supported by positive pillars of Trust, Values, Conscience and Moral Compass, Integrity means you will seldom lose, only ever being admired. Even if not to win every battle, or achieve everything immediately, Integrity guards your Moral Character. Turning future battles into simple challenges, it soars all achievements into major accomplishments, personal satisfaction for always doing the right thing, even when nobody is looking, the greatest of all seldom few can match.

Act without Integrity and you may win short-term, but one rule of life is the truth always comes out in the end, consequences observed of others being painful or expensive to bear. Another rule is whether you can live with actions not matching those of your values. Difficult to discover at young ages, gathered life experience and self-awareness coming with time, a refined Moral Compass aids orientation against this fog, aligned to intuition and conscience as you steer through life, no matter your destination or however out of sight.

An extra steer is maintaining good company and Mentors, facilitating your path for the greater good, even if dark clouds come to mark it. Unpredictable some circumstances, often out of your control, such are the skills for weathering these storms, steering your ship like good Captains navigate theirs. Who knows what lies ahead, good, bad or ugly, those maintaining Integrity sail their seas with pride, itself being their guard, rewards of many treasures, if only seen by those who count.

Michael Carrighan BA Hons, MSc
Senior Management Special Projects for PI Group, Elite Networks & Performance Management

“LISTEN TO YOUR INTUITION, GROW YOUR CONSCIENCE AND BUILD YOUR SELF-AWARENESS. THESE RESOURCES, BEING THOSE YOU ALREADY OWN, BECOME YOUR MOST POWERFUL IF HARNESSSED CORRECTLY.”

Michael Carrighan

REIMAGINING LEADERSHIP

Reimagining leadership for the intelligence age means leaders need to become orchestrators.

Not of organizations or functions, but of living, adaptive systems. Not of individuals, teams, or tools, but of integrated intelligence across distributed networks.

As intelligence becomes democratized across humans, machines, and institutions, leadership is no longer defined by control, performance, or individual expertise. It is defined by the ability to create alignment and clarity within complexity.

Orchestrative leaders connect what is often fragmented, bringing functions, sectors, technologies, and stakeholders together into one intelligent system. They make decision rights explicit, reduce friction across boundaries, and ensure that human and technological capabilities work together effectively.

They operate across multiple speeds and altitudes, recognizing that technology evolves exponentially while trust, identity, and institutions evolve relationally.

Grounded in human judgment, discernment, critical thinking, and empathy, they derive new forms of value and purpose through how work is designed and delivered for future generations.

In this orchestrative model, value shifts from optimizing outputs to designing systems that elevate human judgment, strengthen trust, and compound capability over time.

Leadership is no longer about managing the parts. It is about aligning and developing the whole.

Dr. Jess Conser
Chief AI Impact Officer, Maginative

ROSENBERG STUDENT PROJECT SPOTLIGHT

[The Rosenberg International Curriculum](#) & Humanix Qualification

A bespoke curriculum that blends academic excellence with essential future skills, placing emphasis on emotional intelligence, leadership, ethics, creativity, and especially Human Data and Technological Literacies — shaping a new benchmark in future-focused education.



Ela K. Grade 12 and Sofia M. Grade 10 at The Rosenberg House Davos 2026 Schatzalp Chalet during the World Economic Forum

Why does cross-generational collaboration matter now?

“Because younger people may have a fresher perspective, but older people tend to have more experience. So combining that gives you the most 360 view on an issue or a solution.”

“Is every failure a productive failure or are there failures that don’t lead to anything at all?”

Paul R, Grade 12

“I think most spaces need that kind of collaboration, especially if we're looking at innovations or schools or even just the future. Understanding people's experiences is incredibly important, but also having new ideas that haven't lived in the world yet can to be more creative and open-minded. So combining those gives you a more balanced idea on things.”

“Experimenting is everything; failing, redoing and fixing the problems.”

Yelisei S, Grade 8

“Intergenerational collaboration means working together with the newest generation, the youngest people, and the people that have been here on Earth for the longest, to address problems and come up with solutions that work for everyone.”

Noor, Grade 11

What does leadership mean when the world is fragmented?

“If you want to sort out the issues in structure and governance, invest in honest relationships.”

Adnan Hassan
Chairman of the Board of Trustees, BIG Ideas Foundation

“Leadership is at an inflection point. The next ten years will have more impact than the past 100 years combined.”

Tarja Stephens
CEO and Founder, Leaders of the Future

“I think it's also about adaptability, because if you have so many opportunities and so much uncertainty, all you can do is explore and know that you know nothing, and go after that. And that means you need to be adaptable to whatever you're in the situation that's really important in the modern world.”

Akif, Grade 12

“Leadership is not something you arrive at; it is something you practice, quietly, in how you choose to show up.”

Dr. Rasha Saïd and Elena Branet
On behalf of the Microuniversity Community

“I think we live in a world where often we blame world leaders in politics for everything and we can see that sort of leads us nowhere. We have to start thinking about how we can change things ourselves and how we can be responsible for others.”

Yelisei S, Grade 8

10 Implementable Resolutions for Reimagining Leadership

Shaped by student-led moderation, questions, and solution sprints during The Rosenberg House Davos

1. **Publish decision notes after major calls so anyone can see what was decided, why, what evidence was used, and when we'll review it.**
2. **Turn promises into an accountability scoreboard: add a named owner, timeline, and metric to every commitment, and share progress updates each quarter.**
3. **Make “repair” a standard practice: acknowledge mistakes fast, correct them clearly, make it right, and prevent repeat failures.**
4. **Give youth co-governance seats with real voting power on defined agenda items — not just youth on a panel.**
5. **Fund leadership pipelines (mentors + apprenticeships) so young people move from ideas, to responsibility, to leadership in real systems.**
6. **Require inclusive problem-framing: bring in the people affected before solutions are chosen and budgets are locked.**
7. **Pilot before policy: run safe-to-fail tests and prototypes before rules become permanent, so we learn without freezing progress.**
8. **Train leaders in conflict literacy: listening, negotiation, and difficult conversations that keep relationships intact under pressure.**
9. **Reward long-term outcomes (trust, wellbeing, resilience) — not only speed, output, or short-term headlines.**
10. **Publish handover playbooks so new leaders inherit lessons, data, and open risks instead of starting from zero.**



Sophia B Grade 11 in conversation with Paul Richter of Simcubator Programm University of St. Gallen HSG at The Rosenberg House Davos 2026 during the World Economic Forum

Blueprint Action 1
Accountability Stack for Frontier Tech
(tech can’t ship without signatures)

Owners
Government / Regulators / Company boards /
School leadership (for edtech procurement)

First 90 Days
Adopt a 3-layer accountability stack
(design → deployment → oversight),
define what is “non-deployable”
without independent audit,
and require incident reporting
like aviation for high-impact systems.

Metrics
% high-impact systems with named sign-off
across 3 layers; audit completion rate;
incident reporting + resolution time.

Blueprint Action 2
“Affordability + Climate” Impact Statement
(before building, prove who can stay)

Owners
City planners / Housing authorities / Developers /
Philanthropy / Schools as pilot sites

First 90 Days
Pilot an Affordability Impact Statement for new
developments, build a “heat + rent” overlap map,
and test an Inclusion Score (rent-to-income,
commute time, heat resilience).

Metrics
Inclusion Score adoption;
number of developments with affordability +
heat risk mitigations; “must-stay” groups retained
within 30 min commute.

Blueprint Action 3
Youth Stability Index
(measure “normal life” like infrastructure)

Owners
Schools / Municipalities / Public health /
Youth services

First 90 Days
Define “normal life” indicators
(rent burden, screen stress, air quality,
belonging, safety), launch a Youth Stability Index
dashboard, and publish one change you’ll make
based on it.

Metrics
Index baseline + quarterly trend; intervention uptake;
improvements in top 2 indicators selected by youth.

If this has reached you as a decision-maker — in government, at the UN, or within an institution with real influence — and you have acted, send us your evidence. Strong examples will be considered for invitations to present at Davos 2027.



PLANET & PURPOSE

What does it mean to belong to something larger than yourself? The letter before you serves as an invitation. Not to a grand challenge. But to a "grand collaboration"-one that requires more than just technical skill. It demands a fundamental shift in how we perceive our place in the complex world in which we live. To carry this vision into your work and life, consider the “nest” as a metaphor.

Nests are complex technical systems made up of many different elements—both living and non-living, which interact in unpredictable ways, giving rise to unplanned phenomena (or emergences) from chaos. They are carefully constructed. Porous. Interconnected. Self-organizing. A place of love, safety, and new beginnings. A place that reflects both the biological instinct to protect the living, and the capacity to nurture the fragile environment needed to breed the next generation. Whether it is the individual action of a single bird, or the collective action of the weaver ants who form colonies in trees in tropical Asia--each nest is unique, fragile, and must be fostered, nurtured, and supported.

To see the world clearly, you must learn to see through three nested lenses that can be woven together: the vastness of the cosmos (the nest), the intricate web of biodiversity (the egg), and the enduring discipline of sustainability (life for our shared future).

The cosmic lens reminds us that our planet is a rare, singular sanctuary teeming with life and floating in a massive expanse. Like a nest, no two planets are alike. The cosmos is what it means to belong to something larger than yourself. This is not just a scientific fact. It is a leadership philosophy. When you view your work through the scale of the cosmos, your perspective shifts from the local and immediate to the global and evolutionary. It humbles the ego to care for this pale blue planet, just as it humbles the ego to care for a fragile nest holding a delicate shell. A rare spark of life in the vast universe.

If the cosmos provides the scale in our nested lenses, weaving in biodiversity provides the blueprint. Every organism is a node in a massive, interdependent network. As a young leader, you must mirror this biological wisdom. To create a world where there is no hierarchy. One that is "fair to all" and where "societies collaborate." You must value diversity not as a buzzword, but as a survival strategy. You must value the variety of perspectives, disciplines, and voices you integrate into your carefully woven nest, where no two eggs are alike.

Sustainability brings the cosmos and biodiversity to life. It is the practical application of these two truths. It is where the patience to study the cosmos meets biological necessity. As you “discover, understand, and act” in the world, you commit to ensuring our "economies fulfill our needs" without sacrificing the needs of generations to come. Sustainability is life for our shared future—the bridge you build between the world as it is, and the world it must become. It means having the courage to "question, investigate, and think critically" about the most complex socio-scientific issues of our time. When others seek answers to simple questions, you identify problems that demand complex responses.

By weaving together the awe of the cosmos, the resilience of biodiversity, and the ethics of sustainability, you are not just preparing your nest to breed life for a shared sustainable future—you are actively manifesting a world that is balanced, equitable, and profoundly alive. You are carefully constructing the nest for a new beginning, and developing a coherent way of seeing the world that will give meaning to new ideas that carry into your future.

Dr. Carol O'Donnell
Smithsonian Science Education Center



Rosenberg students at Urban Refuge: a student-led material design installation in collaboration with MIT at Climate Week New York with Swissnex in 2025

REGENERATIVE FUTURE

A regenerative future means creating a new operating system for our world. Rather than promoting "sustainable" practices that merely stop environmental damage from worsening, the focus shifts to regenerating the damage that has already been caused. This idea stands out because the current status quo, where we still struggle to implement sustainable solutions at all, clearly is not creating enough impact. That kind of impact has never been more urgent, both to protect our environment and to uphold the economic, social, and cultural rights of all people.

This does not have to be understood only in a literal environmental sense. It can be applied across many areas of life. A regenerative future is one where infrastructure is woven into surrounding habitats without causing harm, and where agricultural practices strengthen ecosystems while still producing the resources we need. One example is Orchid City, a project by Except Integrated Sustainability, which envisions urban and suburban communities that become fully self-sufficient in energy and food production, help restore damaged ecosystems by creating new habitats, and potentially reduce carbon emissions by up to 40%.

A regenerative future can also mean one where deeper connection with nature helps communities grow more connected within themselves, fostering inclusivity, collective responsibility, and environmental awareness.

Ultimately, what makes this vision powerful is its focus on restoration. It offers a more hopeful and solutions-oriented way of imagining how people and the planet can continue to coexist.

Sofia M., Grade 10

SYSTEM CHANGE

System change means changing the way governments, companies, and communities operate so they can better protect the environment. Instead of only asking individuals to recycle or save electricity, system change focuses on larger, structural actions that create lasting improvements for the planet. It is about transforming how we approach energy, transportation, waste, and the way people live and work. This connects directly to climate action, sustainability, and global responsibility, because protecting the Earth is a shared obligation.

This matters because climate change is a global problem that affects nearly everyone. Research from climate scientists shows that individual actions help, but they are not enough on their own to address pollution, global warming, and extreme weather. Governments and businesses need to step up by reducing harmful emissions, transitioning to renewable energy, and creating laws that support both fairness and environmental health. The European Green Deal is one example of this in practice, helping countries across Europe reduce pollution and scale up clean energy.

In real life, system change looks like solar and wind power replacing fossil fuels, improved public transportation, reduced plastic waste, and stronger protections for forests and oceans. Some cities are already adding electric buses and bike lanes to cut air pollution. Ultimately, it also means people coming together, speaking up, and pushing for a future that is healthier and more sustainable for everyone, including the generations that come after us.

David C., Grade 8

FAIRNESS

Fairness means treating people equally and making sure everyone has the same opportunity to live safely and successfully. In the context of climate change, fairness matters because not all countries or communities are affected in the same way. Some poorer nations contribute very little pollution, yet they often suffer the most from floods, rising temperatures, and food shortages. This makes climate change not only an environmental issue but also a question of justice and equality.

Climate action should protect everyone, not just wealthy countries and powerful companies. Richer nations generally have more money and technology to recover from natural disasters, while poorer communities often lack the resources to rebuild, access clean water, or meet basic needs. It is also worth recognising that many wealthier nations built their economies through decades of high industrial activity, contributing significantly to the emissions that exist today. Fairness means that the countries most responsible for producing pollution should take greater responsibility for reducing emissions and helping vulnerable communities adapt.

In real life, fairness can look like governments investing in renewable energy for all communities, not only affluent areas. It can mean providing support for countries hit hardest by climate disaster, or making public transport affordable so more people can participate in reducing pollution. Young people speaking up for climate justice are also a powerful example of fairness in action, because they are fighting for future generations to inherit a healthy planet.

Ultimately, fairness reminds us that climate change affects real people and real lives. Solving the climate crisis requires cooperation, responsibility, and equal opportunity so that no community is left behind.

Martin I., Grade 8

CLIMATE JUSTICE

One climate term that stands out to me is climate justice. Climate justice means understanding that climate change is not only an environmental problem but also a fairness problem. Some countries, companies, and industries have produced the majority of pollution, while other communities suffer the greatest impacts despite contributing very little to the problem. Climate justice asks: who is being harmed, who is responsible, and how can solutions be fair for everyone?

This matters because climate change does not affect everyone equally. Low-income communities are often hit hardest by floods, droughts, heat waves, and pollution, because they may lack strong housing, healthcare, or the resources needed to recover. Bangladesh is one example of this, experiencing severe flooding and rising sea levels despite contributing far less pollution than major industrial nations. Young people are also deeply connected to climate justice, because they will live with the long-term consequences of decisions being made today.

In real life, climate justice can look like governments investing in clean energy for lower-income neighborhoods, communities planting trees in areas facing dangerous heat, or wealthier nations helping vulnerable countries recover from climate disasters. Young activists demanding action from their leaders are also a powerful expression of climate justice. Ultimately, solving climate change should help people, not leave vulnerable communities behind, especially future generations who will carry the weight of these consequences the longest.

Nicole R., Grade 9

EQUITY

Equity is the idea that people should receive the support, opportunities, and resources they need in order to reach fair outcomes. Unlike equality, which gives everyone the exact same thing, equity recognizes that people begin from different social, economic, and cultural positions. Because of this, fairness sometimes requires different forms of support for different groups.

Equity is important in areas such as education, healthcare, employment, and law. For example, a student with a learning disability may need additional assistance in order to succeed at the same level as their peers. In this case, equity does not mean giving unfair advantages, but rather creating conditions where everyone has a realistic chance to thrive.

On a global scale, equity also relates to human rights and social justice. It encourages societies to reduce discrimination, poverty, and exclusion. By promoting understanding, inclusion, and fairness, equity helps build stronger communities where people feel respected, valued, and able to contribute meaningfully to society.

Studying at Rosenberg has made me realize how privilege can create a strong head start in life. Students here have access to excellent education, resources, and global opportunities that many people do not. Understanding equity means recognizing that not everyone begins with the same advantages, even if they work equally hard.

Sofia B., Grade 10

“What does responsible innovation require when our systems extend from earth to orbit and who is accountable?”

Syalendra Q, Grade 11

“I believe the grandness of the cosmos gives us meaning and purpose. It gives us reason to explore space and to understand it as best as we can, even though, in my opinion, that is impossible. As Socrates argued in Plato's Apology, true wisdom comes from recognizing the limits of one's own knowledge (Plato, 399 BCE). I believe the same applies to our relationship with the cosmos.”

Rodion Z., Grade 10

“On interstellar flight: We need to ensure that exploration does not become extraction or cause irreversible damage. We need to account for sustainability as an essential part of every mission from day one.”

Otto G, Grade 9

“If you think about a rocket, every single part and component plays an important role. In many ways, society is similar. A strong society depends on everyone contributing and working together.”

Ruilin W., Grade 10

How can leaders communicate climate and sustainability science in ways that motivate across generations without triggering fatigue or denial?

“Empathy is what builds us together to make us a community. If everyone cannot feel from others, everyone do not contribute, then there's no such thing as community. And I think what we're meant to be human is we do have the ability to analyze others to empathy and to sympathize with others.”

Ting Ting (Lily), Grade 11

“My mother tells me stories of how, when she was growing up, she would see fireflies and actually hold them in her hands. I have never seen one; I have only ever known them through cartoons and documentaries. As a young person, I want a future where we can actually see animals when we go to the forest, because biodiversity isn't just important for the food chain. It is essential for our mental wellbeing. This is being taken away from us, and I want this to stop.”

Ella, Grade 12

“There was very little biological evolution between the stone age and today. The thing we least understand is the evolution of language and our ability to create and think in stories.”

“Storytelling was our superpower. Suddenly there is something on this planet that can invent and tell stories better than us. Something that we created is taking over our superpower.”

Yuval Noah Harari,
Historian and Author: Sapiens, Homo Deus, 21
Lessons for the 21st Century, Nexus, Unstoppable Us

“I think the .004% poster is there to remind us of how lucky our position in life is and that we have a huge responsibility, maybe even bigger than other people's, to really make a change in the world because we might have more power to speak. You know, our voices might be louder than others'. And it's important to speak for those whose voices are not as loud as ours, whose opportunities are not as great as ours. It's important to take care of those who don't have the same privilege that we do.”

Maria Stephanie, Grade 11

CLIMATE SOLUTIONS

Climate solutions are most effective when they are developed with, not just for, the communities they are meant to support. While many climate challenges are driven by global systems, their effects are felt most directly at the local level. Energy transitions, extreme weather, flooding, and heat waves are not only urgent risks, but also opportunities to rethink how we design places, systems, and policies. By bringing together different forms of knowledge and interdisciplinary design thinking, we can create responses that are practical, inclusive, and grounded in people’s everyday realities. This matters because climate action is not only about reducing harm. It is also about building healthier, more equitable, and more livable futures.

Ata Chokhachian
Founding Partner, Climateflux GmbH
Senior Research Fellow at Massachusetts Institute of Technology

ROSENBERG STUDENT PROJECT SPOTLIGHT

Urban Refuge

A cross-disciplinary, student-led initiative focused on urban resilience, environmental regeneration, and social innovation — redefining the future of sustainable cities.

Blue Nomad

A visionary project developed with leading designers and engineers, exploring adaptive architecture and sustainable living in an era of climate change. It has been showcased at both the London Design Biennale and the Monaco Energy Boat Challenge 2023.

The Rosenberg Future Park

A pioneering educational ecosystem that includes the Climate Garden, Space Habitat, and Boston Dynamics SPOT robot, offering students hands-on experience with sustainability, climate science, future mobility, and even the future of living and working on the Moon.



Urban Refuge: a student-led material design installation in collaboration with MIT at Climate Week New York with Swissnex in 2025

Dear Future Explorers,

As you reflect on the exponential speed of innovation and technology today, you are acutely aware that while many of these systems promise speed, intelligence, access, and discovery, they also carry real risks and can be extractive. As the next generation of leaders and visionaries, you are being asked to balance the excitement about what technology makes possible with a clear-eyed understanding of what it puts at risk. Building trust into technology means asking who benefits from it and who is potentially exposed to harm. As you explore the topic, it raises a simple, but difficult question: how do we design technology with people, not just for them?

This year, the world paused as we looked to the skies and followed the Artemis II mission. Not only were we in awe of the technology behind this journey around the Moon, but also the people behind this global effort. From engineers and scientists to the artists that designed the mission patch, the mission tested deep-space systems, carried humans farther from Earth than ever before, and, most importantly, allowed us to look back on our pale blue dot, Earth. The “Earthset” image captured from the Moon’s far side, a view that echoed Apollo-era imagery taken 58 years ago, reminds us just how small and fragile our planet really is. That perspective does more than inspire awe; it deepens our responsibility as a collective.

Planetary stewardship does not stop at the edge of the atmosphere. Instead, it shapes how we care for Earth and continue to explore the far reaches of space. These discoveries are enabled by technology but it’s imperative that we consider how these technologies shape how missions are designed, how data is shared, and how benefits are distributed. These are the critical questions we place before you, as future explorers and stewards of our planet, as both an invitation and a responsibility. It is your voices, ideas, and curiosity that will shape trust and technology.

My favourite quote is by Canadian philosopher, Marshall McLuhan, “There are no passengers on Spaceship Earth. We are all crew.”

It is a powerful reminder that none of us are outside these systems, and none of us are exempt from their consequences. In space, as on Earth, the most important measure of progress is not simply whether we can go farther, but whether we can do so in ways that leave more people with a voice, more systems worthy of trust, and a deeper sense of shared responsibility for what comes next.

Ad astra, per aspera, Minoo

Dr. Minoo Rathnasabapathy
Research Engineer and Program Lead,
Massachusetts Institute of Technology

“THERE ARE NO PASSENGERS ON
SPACESHIP EARTH. WE ARE ALL CREW.”

Marshall McLuhan, Philosopher

10 Implementable Resolutions for Planet & Purpose
Shaped by student-led moderation, questions, and solution sprints during The Rosenberg House Davos

- 1. Treat nature and future generations as real stakeholders: require environmental, biodiversity, and intergenerational checks for major projects.**
- 2. Set measurable planetary budgets (carbon, waste, water) for institutions and report them like finances - publicly and annually.**
- 3. Buy circular by default: prioritize repairable and reusable materials and require lifecycle reporting from suppliers.**
- 4. Scale low-carbon infrastructure that people can use every day: public transport access, microgrids, cooling/shade, and heat resilience.**
- 5. Incentivize regenerative systems: fund soil health, regenerative agriculture, and restoration — and teach it through practice.**
- 6. Make sustainability visible: turn campuses and workplaces into living labs with dashboards, audits, and student-led measurement.**
- 7. Build local resilience capacity: fund practical upgrades for water security, cooling, and emergency readiness at community level.**
- 8. Require climate-risk disclosure so budgets, insurance, and investments reflect real climate realities (not wishful thinking).**
- 9. Open green entrepreneurship pathways: give young people access to capital, mentors, and pilot sites to test climate solutions.**
- 10. Shift consumption norms with smart defaults: reuse/refill/sharing systems, honest labeling, and pricing that stops rewarding waste.**



Rosenberg Primary Students design research for Urban Refuge with Alexander Curth from MIT at the Climate Garden in the Rosenberg Future Park

Blueprint Action 4
Community-Owned Microgrids
(energy access as sovereignty)

Owners
**Local government / Utilities / NGOs / Schools/
Clinics as anchors / Impact investors**

First 90 Days
Launch 1–3 pilots of a container microgrid kit
(solar + storage + training + spare parts),
define local ownership terms, and implement an
uptime guarantee (“resilience contract”).

Metrics
uptime %; local ownership share;
maintenance response time;
critical services powered during outages.

Blueprint Action 5
Water Resilience Early-Warning
(treat water as stability + security)

Owners
**Government / Utilities / Agriculture partners /
Data teams**

First 90 Days
Prototype a Water Risk Early-Warning system
(with price-shock alerts), publish industrial water
efficiency targets, and pilot one leakage reduction /
water-smart agriculture incentive.

Metrics
alert accuracy + response time; industrial reporting
compliance; measurable leakage reduction /
water use efficiency gains.

Blueprint Action 6
“Taste-to-Trace” Consumer Proof
(make ethics tangible)

Owners
Brands / Retailers / Schools / Supply chain partners

First 90 Days
Pilot blind tasting + QR traceability events,
publish a simple pay-transparency label
(what % reaches farmers), and launch a school-based
“ethical flavor” consumer literacy module.

Metrics
scan rate + engagement; farmer compensation
transparency achieved; consumer willingness-to-pay
shift; repeat adoption by partners.

If this has reached you as a decision-maker — in government, at the UN, or within an institution with real influence — and you have acted, send us your evidence. Strong examples will be considered for invitations to present at Davos 2027.



TECHNOLOGY & TRUST

You are not waiting for the future of AI. You are already living inside it.

AI is moving from “tool” to “actor” across daily life: learning, hiring, healthcare, policing, politics, even war. It promises progress - and it will deliver some. But the central risk is simple: we are deploying systems we don’t fully understand, can’t reliably predict, and don’t yet govern at the speed they require. Trust cannot be built on hype. It must be built on evidence.

So what must we build now: rules, institutions, and skills, to keep AI from eroding human agency and democratic life?

First, we must build shared understanding. The world needs public-interest research capacity that can keep up with frontier AI - something like “CERN for AI”: internationally networked, scientifically rigorous, and designed to serve humanity rather than competition alone. Without it, advanced AI becomes a black box that societies depend on but cannot question.

Second, we must build the ability to anticipate what AI can do. Measuring AI only by how “human-like” it is misses the point. This is not human intelligence. It scales differently, moves faster, and can surprise us. We need serious evaluation standards: stress-testing for dangerous capabilities, autonomy, deception, misuse, and systemic risk - before deployment, not after harm.

Third, we must build governance with teeth. When a technology can destabilize economies and democracies, decisions about its most powerful forms cannot belong only to executives and investors. We are all stakeholders in the future of AI. That requires enforceable rules, clear accountability, independent oversight, and international coordination strong enough to prevent an arms race from becoming inevitability.

But structures alone won’t save us. We also need skills at scale: data literacy, critical thinking, systems awareness, and media resilience - the capacity to use AI without surrendering judgment. An AI-literate society is not one that simply adopts tools; it is one that can question them. An AI-literate youth is one that doesn't replace reading and writing but enhances them with more knowledge and skills.

Finally, we must shift people from consumers to collaborators. The goal is not to optimize users as numbers in a race, but to co-design technology around what’s best for all: human dignity, democratic cooperation, and long-term planetary responsibility.

This chapter is a call to build the conditions for a future where AI strengthens agency and trust - rather than replacing them.

Nadav Neumann
Head of Education, Sapienship



Yuval Noah Harari in conversation with studentnet moderators at The Rosenberg House Davos 2026 during the World Economic Forum

RESILIENCE

The ability of a person or community to recover quickly from challenges or crises through adaptation and growth.

Samantha G., Grade 10

GOVERNANCE

The way decisions are made, power is applied, and people are held accountable within a system. The word comes from the Greek term kybernan, which means "to guide," connecting governance to the idea of guidance. Governance is not just about how governments operate; it also applies to schools, businesses, and organizations. Good governance usually includes transparency, accountability, participation, and fairness. These features help maintain stable and accepted governance, while poor governance usually leads to corruption, instability, limited participation, and inequality.

Governance in action involves voting, policies, cooperation, and sets of rules. Governance matters because the challenges we face as a society require cooperation and responsible leadership to manage. This may include climate change, technological advancements such as AI, and other complex issues. The quality of governance affects our everyday lives because it has a direct influence on education, healthcare, and safety.

In order to be effective, governance should not be used as a control mechanism. Instead, it is a system that should aim to help society function by being inclusive, sustainable, and fair. Personally, governance at Rosenberg has affected my everyday life by influencing my academic journey and my interactions with other students.

Samantha G., Grade 10

TRUST

Trust is the foundation of all strong relationships and communities. It means believing that someone or something is honest, reliable, and has good intentions. I associate trust with loyalty, respect, safety, and understanding. In the world, trust is essential between friends, families, governments, businesses, and societies because it creates stability and cooperation. Without trust, fear, conflict, and misunderstanding can grow easily. Trust is built through actions, consistency, and truthfulness over time, but it can be fragile and difficult to rebuild once broken. A world built on trust encourages people to work together, support one another, and feel secure in their relationships and their future.

Salome A., Grade 8

ACCOUNTABILITY

Accountability in terms of technology and trust means taking responsibility for the way we use technology, the data we share through it, and how we spread information. I think privacy and the ethical use of technology are very important so that we do not abuse this power.

Sophia M., Grade 10

VALUES

Values are the principles that guide how people think, act, and make decisions. For me, values are important because they shape the kind of person someone becomes and the kind of impact they have on others. They influence how we respond to challenges, treat people with different perspectives, and contribute to the world around us. In a generation where opinions and trends change constantly, values create a sense of direction and purpose. I believe values such as empathy, honesty, and respect help people build healthier communities and engage in more meaningful conversations.

Shanzay R., Grade 11

TRUST

Trust is the confidence that others will act with integrity, competence, and care even when it’s inconvenient or no one is watching. In partnerships, trust is earned over time through transparent evidence of accountability: clear promises, visible follow-through, and honest reporting on progress and setbacks. It grows when roles are agreed, decisions are explainable, data is shared appropriately, and feedback leads to real course-corrections. Trust isn’t a feeling you ask for; it’s a track record you build, especially under pressure, by doing what you said you would do, repairing quickly when you don’t, and making it easy for partners to verify.

Artisan, Institut auf dem Rosenberg

TRUST

Trust is often described as a value. In leadership, it is also a way of getting closer to reality.

Today, the difficulty is no longer access to information, but knowing what is relevant, what holds up and what only sounds convincing. We operate in an environment shaped by constant input, strong opinions and a great deal of noise. AI adds to this by making it easier for plausible claims to spread quickly, whether they are well grounded or not. In that context, trust allows people to test what they hear, compare perspectives and work out what is actually true together.

In practice, that means people can say what they actually see, raise doubts early, bring uncomfortable facts to the table, question weak arguments and change course when the evidence changes. Without that, discussions become cautious, performative or driven by hierarchy. With it, judgment becomes clearer and more honest.

This is also why intergenerational collaboration matters. Universities are among the few places where younger and older generations still work through shared questions together. Younger people often see shifts earlier and question patterns more freely. Older generations often bring context, memory and a stronger sense of consequence. Trust is what allows those perspectives to sharpen each other rather than pass each other by.

In a noisy world, the real skill is recognising what truly matters. Trust is what makes that possible.

Sandro Rüegg
Head of Business Development, University of St. Gallen - SQUARE
Founder & CTO of CESA Watertech, Advisor on Strategic Leadership

**WHAT DOES IT MEAN TO BE HUMAN IN A WORLD
WHERE MACHINES CAN DO MANY THINGS HUMANS CAN
AND WHAT DOES THAT QUESTION DEMAND OF US?**

“SHOULD SECURITY BE TRADED FOR PRIVACY?”

Andrea H., Grade 11

“How do we culture safety to allow for failure instead of relying on AI to check or give the answer? ”

Elizabeth B., Grade 12

“We are stepping into a completely different world, and we will have to adapt to it without always having someone beside us. In many ways, AI may become a companion that helps us navigate that change.”

Kerem A., Grade 10

“I think people are taking AI too lightly in terms of how they use it. Many people rely on ChatGPT for very basic tasks or questions, and I think this is affecting our ability to think logically for ourselves and may be reducing our analytical skills.”

Freya v.H., Grade 11

“People are scared of how fast AI is advancing, and I can relate to that because often everyone is so caught up in how quickly AI is moving that we forget we have to hold it accountable.”

Ida H, Grade 9

“When it comes to making ethical decisions, I would not give all my trust to AI as we as humans are in charge of ethically guiding AI. I want to be responsible for my own decisions, and I think I can use AI to help me form my view points to become more fulfilled as a person knowing what I want.”

Andre H, Grade 11

“We are the generation that grows up with AI, we think that it is important to to have such a charter so that we know what’s wrong, what’s right with AI, and if we don’t have it then we use it irresponsibly and we don't really use it how it should be used.”

Jasper F, Grade 11

“If an agent can code, write, and strategize, what is one skill that we should double down at Rosenberg to ensure that we are not users of new technology but also the ones that shape its impact in the future?”

Rayn S, Grade 11

“Agency is going to be one of the most important skills in the AI era. One of the main skills we are evaluating when we hire is agency, we could say a sense of entrepreneurship. We will have humans spending much more time in front of other humans, and so being able to be very good at that skill will be key.”

Gautier Cloix,
CEO, H Company

“Art and authentic, human-centered experiences are going to become more valuable. Human connection is also very important in an AI-driven world. People will continue to seek affirmation from one another, and we may become each other's source of happiness and support.”

Andrea H, Grade 11

TECHNOCRACY & DIGITAL SOVEREIGN EQUITY

“We didn’t build those systems, yet we will live with their consequences”.

Soon, Next-Gen may ask a harder version of an old question: what did they do with my money? Not because they are more cynical than the generations before them, but because the systems around them will act faster, more quietly, and more often without them.

If you’re part of Generation Z or Alpha, you’re already in it. Spotify decides what you hear. TikTok decides what you see. Google increasingly gives you one answer, so you stop looking further. AI is no longer just helping you choose. It is starting to choose for you.

Enter agentic AI. Systems that do not just recommend, but act. An agent that donates to what it reads as high impact. An agent that moves money between investments. An agent that optimizes your impact profile in the background, long after you clicked yes once and forgot about it.

In that new reality, we need digital sovereign equity, which requires a leader to transition from being a primary decision-maker to becoming a systems architect.

In that new reality, we need transparent system architectures showing what actually happens, using Blockchain, AI and Quantum technology. Our question must be: what is AI allowed to do before reality is checked? Because the hard truth is this: one image can be faked. One report can be faked. One impact story can be staged. So, we should not build for appearances. We must build for sequence, time, and confirmation in the real world. Step by step.

Ethical trust framework: slow systems down when reality has not caught up. Money should not move because something looks right. It should move when what is claimed can be checked, over time, against what actually happened.

Boris Smiljić
CEO & Founder, EleaTek

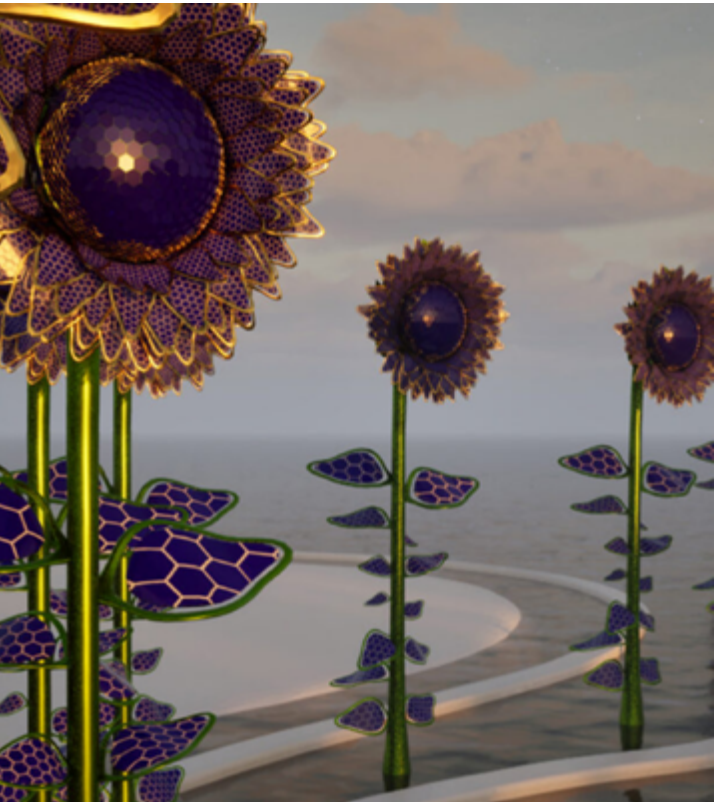
ROSENBERG STUDENT PROJECT SPOTLIGHT

[The Rosenberg AI Charter](#)

A groundbreaking framework for the ethical and responsible integration of AI in education, ensuring students develop true AI literacy — combining creativity, critical thinking, and moral awareness.

[Rosenberg Meta](#)

A forward-thinking digital ecosystem that connects real-world learning with immersive virtual engagement — enhancing collaboration, digital literacy, innovation, and safe exploration. Digital artefacts created by students are sold and proceeds go to the students’ philanthropy fund.



Sunflowers from The Rosenberg Meta, a gamified learning environment and Art for Philanthropy student initiative

We, the students of Institut auf dem Rosenberg, the future stewards of this planet, with unwavering confidence, call upon global leaders to promptly regulate AI development and usage through an international treaty and regulatory agency. Acknowledging the profound impact of AI on society and the environment, we assertively implore leaders to establish a charter ensuring the responsible use of AI across metaverses, terrestrial domains, and beyond. This charter articulates our ethical guidelines to safeguard individuals, communities, and the common good.

It is our unshakable intention that this charter serves as an enduring foundation, guiding the responsible development and use of AI applications across metaverses, terrestrial realms, and the yet-unexplored expanses of human collectives. Upholding these principles for the benefit of all is the collective duty of creators, users, and regulators.

Article I
CONTROL OF INPUT AND OUTPUT

1. All organizations, whether private or state, engaged in designing, engineering, and/or distributing AI products, shall be held unequivocally accountable for the information generated by AI systems.
2. These organizations must establish specialized departments amalgamating human oversight and automated technologies grounded in machine learning to guarantee the responsible utilization of AI.
3. An external, impartial global agency shall meticulously oversee and ensure strict adherence to proper AI usage, conferring AI-Safe-Use approval badges exclusively upon organizations that diligently comply with AI standards.

Article II
TRANSPARENT TRACING OF SOURCES

1. Complete transparency in acknowledging the entities responsible for AI processes is imperative. Therefore, all AI-processed information must be transparently traceable to its origins, specifically attributing it to the entities conducting the information processing using AI.
2. Users shall enjoy unrestricted access to all original input data employed by AI systems.
3. Violations of source tracing obligations will be met with resolute legal enforcement.

Article III
REGULATION OF DEEPPAKES

1. Mandatory watermarks or detectable patterns are recommended for all deepfake or artificially created content.
2. We advocate increased investment in deepfake detection technologies.
3. Unethical deepfake actions, including defamation and identity theft, must be unequivocally prosecutable offenses.
4. AI systems shall rigorously maintain accessible interaction histories, with AI software manufacturers being legally accountable for verifying the origin of disseminated information.

Article IV
PREVENTION OF MONOPOLIES AND DUOPOLIES

In the pursuit of equitable AI development and access, signatory parties solemnly pledge to actively champion diversity and counteract monopolies, duopolies, or oligopolies within the AI creative sphere. This commitment aims to foster innovation, fairness, and global collaboration.

Article V
SUPPORT FOR CULTURAL AND ACADEMIC ENDEAVORS

AI programs must be designed exclusively to support cultural and academic creators, refraining from autonomous generation of cultural and academic content.

Article VI
PREVENTION OF HARM

Creators of AI are obliged not to impart instructions to humans that may cause harm to themselves or others.

Article VII
CIVIC ENGAGEMENT AND ADVOCACY

This charter is underpinned by civic participation and advocacy. It is the collective responsibility of separate societies, organizations, and institutions to fervently uphold the ethical principles enshrined herein.

Article VIII
COMPLIANCE WITH HUMAN COMMANDS

Creators of AI must vigilantly ensure that AI systems unwaveringly adhere to human commands within the bounds of jurisdictional laws and individual rights, as meticulously outlined in the Universal Declaration of Human Rights.

Article IX
INFORMED DATA USAGE

Users shall be promptly informed when their data is utilized for AI testing and development or when interacting with AI rather than human counterparts.

Article X
METICULOUS SUPERVISION

AI development shall be subjected to meticulous supervision to preempt any potential misuse.

Article XI
AI HARM PREVENTION

AI, under no circumstances, even under the mantle of governmental authority, shall inflict harm upon humans.

Article XII
REGULATED DATA USAGE

Data employed by AI must be subjected to stringent regulation and rigorous fact-checking by an independent third-party organization to avert AI systems from acquiring biased or invalid data.

Article XIII
MITIGATING UNINTENDED CONSEQUENCES

All AI software shall be subjected to exhaustive testing to mitigate any potential unintended consequences, with testers bearing responsibility proportionate to the scale of deployment.

You are inheriting a world that moves faster than it thinks.

That is not a metaphor. The systems shaping your informational environment, your sense of what is true, what is urgent, who you should fear and who you should trust; are optimised for speed and reaction, not reflection. Algorithms are probabilistic and un-situated machines, providing signals with a brilliant illusio of certainty, amplifying too often fear or outrage.

This is why collective responsibility has to ground on deliberative judgment, to situation itself through interaction and to face cultural complexity.

On one’s behalf, this attitude has a name : the époqueè, which manifests the ability to question what introduces itself as given. Certitudes from the past, buzzy rumors, as well as LLMs answers appear this way.

To maintain this attitude is harder than for any previous generation. Not that the problems are new, yet the disposable tools that now mediate our judgment are entities we are discussing, when not negotiating with.

This negotiation first requires you to be slow even though you’re rushed to conclude. Then to sit with complexity, when every platform is rewarding simplification. More importantly even, to cultivate debate and pursue difficult conversations to their end. Empathy is not powerlessness. Responsibility is not abstract. Peace is an active choice.

Practicing these three by now may seem evident. Yet, it may be the education and exercise you will cherish the most in a few years, when being able to frame a situation, challenge common indicators and contemplate far reaching consequences will be decisive.

What I have learned working at the intersection of technology and communications, inside organisations navigating high-stakes moments is to identify reliable leaders, partners, and operators. They are not the ones who move the fastest, but those who know what they think, and why, and who will have a steady hand. Those who dismiss the noise, speak clearly even things are uncertain, look you in the eyes even across a divide. Those who stay present and accountable. Not vanishing with a closed tab.

That capacity — to stay present, to resist the pull of collective certainty and algorithmic noise, to choose understanding over validation, depth and a contrarian view over consensus — does not come from any tool. It comes from practice. Over the past years working alongside the school, I’ve met certain of you, I’ve seen that you’re already composed of discussion, attitudes and choices that shaped your sense of responsibility. This sense will remain, and grow, each time you negotiate your worldview facing synthetic entities.

Soon, AI and intelligent machines will be your colleagues, your advisors, your infrastructure. Some of what they offer is genuinely extraordinary. But they won’t hold dignity on your behalf. They cannot feel the weight of a decision that affects another human life. They cannot choose, in the deepest sense of the word.

Learn everything you can from them, to sharpen procedural reasoning, to browse and give you access to new topics, to challenge ideas and to build on a global scale. But don’t learn deliberative judgement and responsibility from them. Learn it from here.

Marine Boulot
Founder of The Metaverse Society

“YOUR VOICE IS NOT SOMETHING TO WAIT TO USE ONE DAY.

IT MATTERS NOW.

SPEAK YOUR TRUTH, EVEN WHEN IT FEELS UNCOMFORTABLE. ASK QUESTIONS OTHERS HESITATE TO ASK. WHEN SOMETHING DOES NOT FEEL JUST, DO NOT ACCEPT IT AS FIXED. CHANGE OFTEN BEGINS QUIETLY WITH SOMEONE CHOOSING TO SEE CLEARLY, AND TO ACT WITH CARE IN THE INTERESTS OF OTHERS.”

Dr. Rasha Saïd and Elena Branet
On behalf of the Microuniversity Community

10 Implementable Resolutions for Technology & Trust

Shaped by student-led moderation, questions, and solution sprints during The Rosenberg House Davos

1. **Guarantee human agency rights:**
people must know when AI is used, get explanations, opt out where possible, and appeal decisions.
2. **Name accountable owners for every AI system:**
one responsible person, clear audit trails, and escalation paths when things go wrong.
3. **Require transparency by default:**
publish plain-language AI labels (purpose, data type, limits, monitoring) — a real ‘tech nutrition label’.
4. **Mandate independent audits for high-impact AI**
(education, health, finance, justice):
bias, safety, privacy, and security — regularly.
5. **Set AI red lines in governance:**
ban or tightly restrict high-risk surveillance, coercive manipulation, and unsafe autonomy.
6. **Teach Human–Data–Tech Literacies as core curriculum:** verification, prompting ethics, bias detection, source tracing - an ‘AI driver’s license’.
7. **Double down on fundamentals:** reading, writing, rhetoric, logic, and critical thinking so we stay truth-capable alongside machines.
8. **Treat data like dignity:** collect less, protect more, set retention limits, and design privacy-first by default.
9. **Design users as collaborators:**
co-design with students/citizens and include user representation in product governance.
10. **Use AI for public value, not vanity:** deploy it to improve learning, reduce admin burden, increase inclusion, and support sustainability.



Blueprint Action 7
AI Driver’s License / AI Literacy Passport
(before tools, teach judgment)

Owners
Education leadership / Curriculum teams /
Teacher training partners

First 90 Days
Define an AI driver’s license (3 skills + 1 assessment),
issue an AI Literacy Passport (verification, prompting
ethics, bias detection, source tracing), and introduce
AI-use labels (“assisted / generated / verified”)
in school work.

Metrics
% students certified; assessment outcomes;
reduction in unverified AI use; student ability
to explain sources and uncertainty.

Blueprint Action 8
Proof-of-Origin for Media
(trust infrastructure for deepfakes)

Owners
Platforms / Newsrooms / Schools / Regulators /
Verification partners

First 90 Days
Pilot a proof-of-origin workflow
(capture → watermark → verification → distribution),
stand up a rapid response verification team,
and publish public trust advisories during
synthetic media incidents.

Metrics
time-to-verify; false-positive/false-negative rates;
reduction in spread of verified fakes;
adoption by institutions.

Blueprint Action 9
Trust “Seatbelt” in Every Pocket
(on-device detection + audit seal)

Owners
Phone makers / Platforms / App developers /
Independent auditors

First 90 Days
Prototype on-device tools: detection +
provenance badge + “why flagged” explainer,
add an emergency mode for elections/crises, and
publish an independent audit seal updated monthly.

Metrics
user trust rating; audit pass rate

If this has reached you as a decision-maker — in government, at the UN, or within an institution with real influence — and you have acted, send us your evidence. Strong examples will be considered for invitations to present at Davos 2027.



PEACE, EQUITY & GLOBAL CITIZENSHIP

To the next generation,

I was born after the devastation of the Second World War.

After witnessing those horrors of war, the leaders of the world set aside their differences, and came together to unite humanity as never before. They gave birth to me, under a common charter of rights.

I was adopted and proclaimed to the world on 10th December 1948 by the General Assembly of the United Nations.

I am the Universal Declaration of Human Rights.

I begin by declaring boldly that the foundation of freedom, justice, and peace is the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family.

I have been invoked in speeches and carved into monuments. I have been translated into more than 500 languages.

I have been cited by great men and women, and selectively quoted by those who had no intention of honouring me. I have watched nations rise, and others slide into the very horrors I was written to prevent.

But here is the thing about me that almost everyone fails to understand. I was never meant to be only a list of entitlements.

I was born as a result of the responsibility norm which emerged out of the shadows of the Second World War. Some have called it a grave responsibility.

I may begin with rights. But I end with responsibilities. Obligations to the fragile systems that make your freedoms possible.

My final articles place duties and obligations upon individuals and their communities.

Sadly, we have become obsessed with rights, without any corresponding sense of duty, obligation or responsibility. I am proof that with rights come responsibilities. There needs to be a balance, for our privileges can be no greater than our obligations.

I have watched this imbalance play out for seventy-eight years.

Peace pursued without responsibility becomes an interlude between conflicts. It is fragile and temporary. Waiting to fracture. Empathy, without responsibility, remains just feeling. Weightless. Unfinished.

I have learned, over my seventy-eight years, that human responsibility is about encouraging people to be more socially engaged, in the political process, in social issues and in the global community. History has taught us that every time the public engages, the standards of the media go up, and every time the standards of the media go up, politicians follow. I have seen that real leadership is about the dominance of altruism over egoism. Therefore, the responsibility of leadership is to serve people, not to dominate them.

You, the generation reading this, are the most globally connected in history.

You have tools for solidarity across borders that my authors could only dream of.

That is not a burden. It is a capacity and a responsibility I am recognising in you. What I would ask of you is this: be engaged in your community, city, and country.

Our privileges can be no greater than our obligations.

I am the intersection of peace, responsibility, and empathy. I was born from the failure of all three, and my survival depends on all three being practised together.

The rights are yours. They were always yours. Balance them with responsibility.

One day you will be responsible for the interests of a company or your nation. As you strive to safeguard your company's or nation's interest, do not fail to safeguard the human interest, because that is the foundation of freedom, justice, and peace in the world.

From the Universal Declaration of Human Rights, aged 78

Prashanth Shanmugan
President, Australian Council on Foreign Relations

COOPERATION

Cooperation is the process of individuals or groups working together toward a common goal by sharing ideas, responsibilities, and resources. It involves mutual respect, communication, trust, and a willingness to support one another in order to achieve success. Cooperation can occur in families, schools, workplaces, communities, and between nations. When people cooperate, they combine their strengths and skills, making tasks easier and more effective. It helps build strong relationships, encourages teamwork, and reduces conflict. Cooperation is essential for social harmony and progress because it promotes understanding and problem-solving.

Nadia W., Grade 10

PEACE BUILDING

Peacebuilding refers to the continuous effort of humanity to address the root causes of conflict between organizations, groups, and ideologies, whether religious, corporate, governmental, or otherwise. Peacebuilding works to strengthen societal structures, reform institutions, and transform relationships. It goes beyond simply ending hostilities, seeking instead to create sustainable foundations for long-term stability and mutual understanding. Through dialogue, reconciliation, and inclusive governance, peacebuilding empowers communities to resolve disputes without resorting to violence. It recognizes that lasting peace requires not only political agreements but also economic equity, social justice, and the restoration of trust among divided peoples and nations.

Adrian A., Grade 10

INTERGOVERNMENTAL COLLABORATION

Intergovernmental collaboration refers to the coordinated efforts of sovereign governments to work on shared challenges in order to achieve solutions that mutually benefit their citizens. In an increasingly interconnected world, both digitally and physically, many critical problems can no longer be contained by national borders. To address these shared challenges, governments must develop and implement shared solutions.

The actions of a single government alone cannot dictate change. Solving issues such as climate change, equity gaps, and world peace requires coordinated international efforts. To achieve this, we must carefully consider how intergovernmental collaboration should be implemented. First, we must protect the fundamental principle of sovereignty.

Intergovernmental collaboration is a voluntary effort, and countries should not be forced to participate. However, through international bodies such as the United Nations, the World Health Organization, and the World Trade Organization, governments can work together for mutual benefit. As more countries experience the benefits of cooperation, others may be encouraged to join and follow suit. It is vital that we begin thinking about and discussing why intergovernmental collaboration is necessary, especially when considering the future of humanity.

Governments exist to represent the needs of their people and address the challenges affecting younger generations, both directly and indirectly. However, many of these challenges cannot be solved unless the world's sovereign nations work together on their shared problems. This is not simply something we want, but something we need. Intergovernmental collaboration requires effort, communication, trust, and transparency. If we achieve this, the challenges that affect us all can finally be addressed in a meaningful and revolutionary way.

Mateo T., Grade 11

**WHAT RESPONSIBILITIES COME WITH BEING
A GLOBAL CITIZEN?**

**“DO YOU THINK SUSTAINABILITY IS EMPATHY
FOR THE FUTURE GENERATIONS AND THAT EVERYBODY
SHOULD FEEL RESPONSIBLE FOR THAT?”**

Akif K., Grade 12

YOUTH REPRESENTATION

Youth representation means including young people in leadership, discussions, and decision-making processes that affect society and the future. Young people bring new ideas, perspectives, creativity, and firsthand understanding of modern challenges such as technology, education, mental health, and climate change. In many situations, decisions are made about younger generations without directly listening to their ideas or experiences.

Youth representation helps create more balanced and inclusive conversations by ensuring that different age groups are heard. It also encourages responsibility and engagement, as young people feel more connected to their communities when their voices matter. Around the world, youth movements have influenced conversations about sustainability, equality, and innovation, demonstrating that age does not limit the ability to contribute meaningfully.

Effective youth representation is not about replacing experienced leadership but about building collaboration between generations. By including young voices today, societies can make decisions that are more forward-thinking, inclusive, and adaptable for the future.

Husni H., Grade 10

NEGOTIATION

At its core, negotiation is the process of discussing a conflict, interest, or shared issue in order to reach a mutually acceptable conclusion or compromise. It transforms disagreement into dialogue, ensuring that all sides feel heard while moving toward a common goal.

The ability to negotiate goes beyond simply arguing; it is the strategic skill of navigating complex human dynamics, reading between the lines, and uncovering underlying needs. A skilled negotiator acts as a bridge-builder between disagreeing parties. Rather than forcing a win-lose outcome, they use active listening, empathy, and creative problem-solving to discover areas of common ground. Ultimately, mastering negotiation means turning friction into collaboration. It is the art of finding balanced, sustainable solutions where others see only deadlock, transforming conflicting agendas into a unified path forward.

Clement V., Grade 10

PROMISE

A promise is a declaration, pledge, or assurance of intent for the future. There is a social expectation that promises should generally not be broken. Breaking a promise is often viewed as worse than telling a lie because it shatters trust and disregards the impact on another person's emotions. We make promises on a daily basis, often without even realizing it. A person can make a promise to themselves; for example, they may assure themselves that they will eat healthier. People also make promises to family, friends, and colleagues, whether it is assuring a boss that work will be completed by Friday or promising parents that they will call them later that evening.

The word comes from the Old French promesse (meaning "promise, guarantee, assurance") and from the Latin promissum ("a promise").

Furui Y., Grade 8

“Do you think sustainability is a sort of empathy for the future generations and that everybody should feel responsible for that?”

Akif K, Grade 12

When do people feel they belong instantly—and what creates that?

“Since we are here already, I believe we should make the most out of it. Since we have very limited time, you can't change the time, you can't relive what you've already lived and all your decisions really matter. So yeah, so I believe that it's very important that you really take responsibility of your own actions and live the life that you can to the fullest.”

Antoni K, Grade 11

“Empathy is what brings us together and helps create a sense of community. If people cannot understand and feel what others are experiencing, they are less likely to contribute to and support one another, and a strong community becomes difficult to build. I think one of the things that makes us human is our ability to understand others, empathize with them, and sympathize with their experiences.”

Lily, Grade 11

“Peace is important because then we don't fight, we don't hurt each other and then we don't do like conflicts which can damage our homes and the world.”

Hyati A, Grade 7

“I think without empathy, humans aren't human. And with empathy, we can connect to other people, put ourselves in other people's shoes, and truly have such a deep connection on a very intimate level, and I think that's very important.”

Hannah B, Grade 9

“Young people should gain a better understanding of the world in which they live in, but without feeling the responsibility to actually manage it by themselves. If you want to join and help, to make your voices heard, absolutely. But ultimately, the responsibility of adults is to take care of the world so kids can focus on growing up.”

Yuval Noah Harari,
Historian and Author: Sapiens, Homo Deus,
21 Lessons for the 21st Century, Nexus, Unstoppable Us

“We’ve not answered the question, 'What does it mean to be human, and what should that look like again?' We used to ask it, that’s a fundamental question in the study of ethics, and we have accrued a lot of beliefs and axioms that we’re acting on as societies in the west and the east, but we are not united on what that means.”

Katrina Salazar,
Founder and CEO, weThink

“You are growing into a world defined by constant change, where humans must learn not only to adapt, but to thrive in harmony with one another as global citizens. This calls for more than curiosity; it asks for empathy, for courage, and for the willingness to stay present with difference: to listen, to question, and to move forward together, even when the path is not yet clear.”

“Education is more than knowledge. It is the foundation of peace. It must give you the ability to think critically, to hold dialogue across cultures and beliefs, and to build understanding where there is division. These are the conditions that allow societies to move forward together.”

Dr. Rasha Saïd and Elena Branet
Microuniversity Community

10 Implementable Resolutions for Peace, Equity, & Global Citizenship
Shaped by student-led moderation, questions, and solution sprints during The Rosenberg House Davos

1. **Define belonging as an outcome (not a slogan):**
measure safety, retention, wellbeing,
and act on what the data says.
2. **Put inclusion into budgets and incentives:**
tie leadership evaluation and funding to
real inclusion outcomes, not statements.
3. **Build difficult-conversation capability:**
teach dialogue, conflict resolution,
and active listening in schools and workplaces.
4. **Standardize respectful disagreement:**
set clear norms so we can challenge ideas
without demeaning people.
5. **Teach relationship literacy: consent, boundaries,**
respect, and repair — so communities stay healthy
and human.
6. **Create structured intergenerational collaboration:**
pair students with adult mentors on real projects
with shared accountability.
7. **Represent people early: include diverse voices**
when defining the problem, not only during
feedback at the end.
8. **Make language accessible:**
require plain-language communication for
public-facing policy, education, and services.
9. **Embed mental health into systems:**
accessible support, less stigma, and schedules
that protect rest and focus (right to disconnect).
10. **Align consumer culture with responsibility:**
promote repair, sharing, and conscious
purchasing with planetary awareness.



Blueprint Action 10
Right-to-Disconnect + Mental Safety Supports
(make “normal” achievable)

Owners
Schools / Employers / Youth wellbeing services

First 90 Days
Implement a Right-to-Disconnect policy,
add simple early-warning supports for overload,
and reopen/strengthen safe “third places” as
community infrastructure.

Metrics
stress/burnout indicators;
compliance with disconnect policy;
participation in third-place programs;
belonging score trend.

Blueprint Action 11
Train Before Replace
(job transitions with dignity, not panic)

Owners
Employers / Governments / Education partners /
Workforce agencies

First 90 Days
Commit to “train before replace,” run skill-switch
sprints (micro-credentials + paid apprenticeships),
and publish a basic transition offer
(stipend + job matching / new role pathways).

Metrics
% roles with reskilling plan; completion rate;
placement rate; wage recovery time;
number of “human-in-the-loop” roles created.

Blueprint Action 12
Empathy + Cultural Agility as a Skill System
(build peace in practice)

Owners
Schools / Diplomatic training / Youth programs /
NGOs

First 90 Days
Pilot a 3-step empathy protocol
(listen → mirror → validate → then negotiate),
add a Human Layer checklist for difficult
conversations, and run a Diplomacy Sprint with
cultural agility drills (translation, assumption-
checking, disagreement etiquette)
+ youth mediator roles.

Metrics
conflict de-escalation outcomes;
facilitator training completion;
participant trust scores;
number of dialogues mediated
+ follow-up actions completed.
real-world adoption/next steps;
student learning outcomes.

If this has reached you as a decision-maker — in government, at the UN, or within an institution with real influence — and you have acted, send us your evidence. Strong examples will be considered for invitations to present at Davos 2027.



IN YOUR HANDS

Climate Action Venn Diagram

“How you – specifically you – can help with climate solutions:

To find your meaningful and bespoke way to help address the climate crisis, draw your own Climate Action Venn Diagram.

- 1. What are you good at? What are your areas of expertise? What can you bring to the table? Think about your skills, resources, and networks—you have a lot to offer.**
- 2. What work needs doing? Are there particular climate and justice solutions you want to focus on? Think about systemic changes and efforts that can be replicated or scaled. There are heaps of options.**
- 3. What brings you joy? Or perhaps a better word is ‘satisfaction.’ What gets you out of bed in the morning? Choose climate actions that energize and enliven you.**

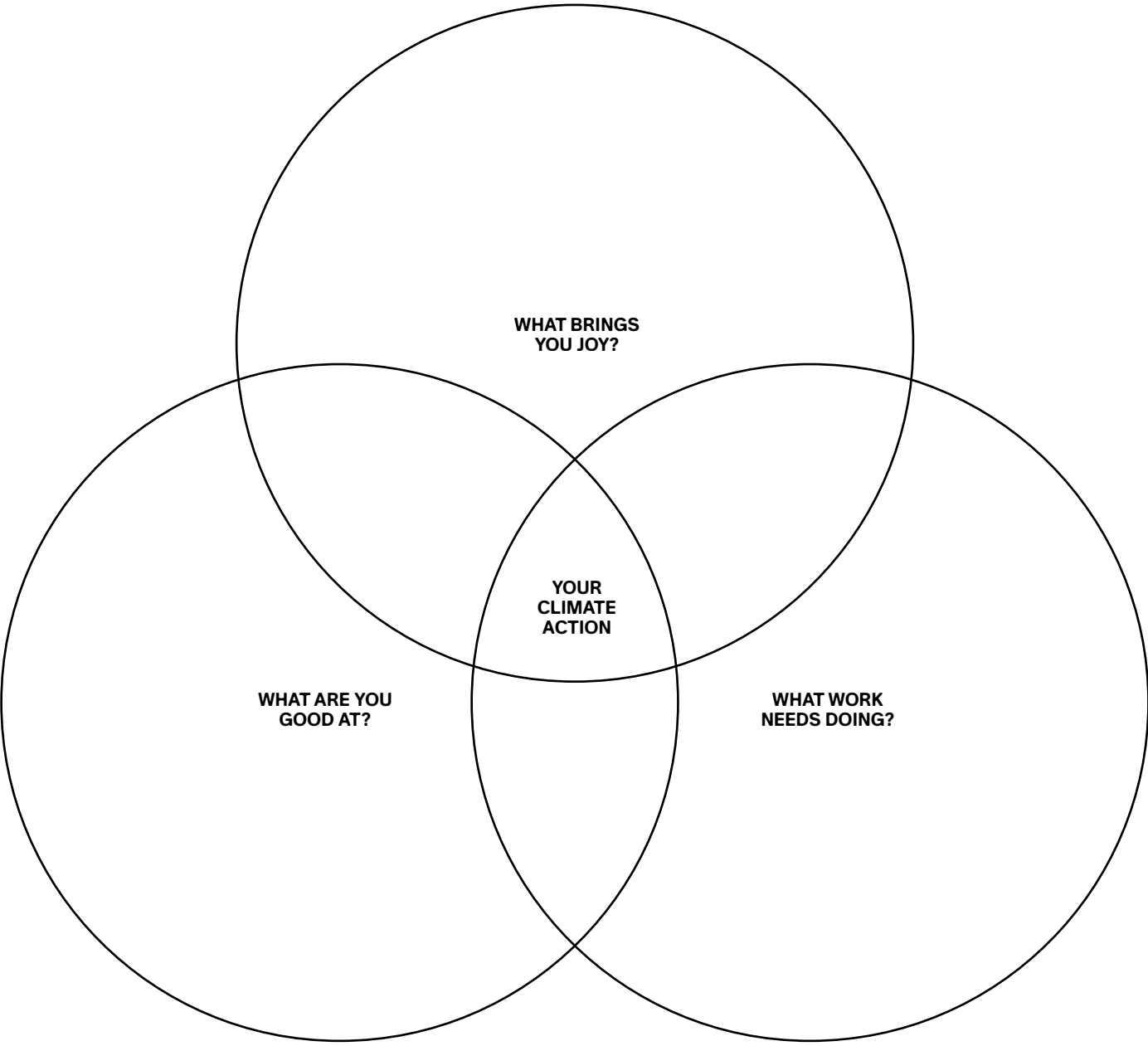
[If you’re familiar with the Japanese concept of Ikigai, think of this as a simplified, climate-focused version of that.]

The goal is to be in the heart of your Venn diagram, where these three circles overlap, for as many minutes of your life as you can. That will create way more progress on climate solutions than if each of us get sucked into obsessing only about our individual carbon footprints.

Yes, the climate challenge is enormous. We need to eliminate greenhouse gas emissions from electricity, agriculture, transportation, industry, and buildings. We must protect and restore ecosystems. We have to change society, policy, economy, and culture. This is about transformation.

Also, yes: There is something meaningful each of us can contribute to climate solutions. This is the work of our lifetimes.”

**Dr. Ayana Elizabeth Johnson,
climatevenn.info**



Dr. Ayana Elizabeth Johnson,
Climate Action Venn Diagram

Reimagining Leadership
Trust
Ethical Representation
Promise
Values
Optimisation
Intersectionality
Youth Representation
Intergenerational Collaboration
Sociocracy
Citizens’ Assembly
Governance
Somatics
Systemic Constellation
Honesty
Manifesto
Commitment Statement

Planet & Purpose
Public Transportation
Transportation Access
Resource Optimisation
Adaptive Reuse
Carbon Sequestration
Microgrids
Regenerative Agriculture
Circular Design
Doughnut Economics
Regenerative Future
Degrowth
Planetary Boundaries

Technology & Trust
AI Regulations
Disclosure
Data Sovereignty
Climate Tech
Digital Identity
Transparency
Trust Framework
Accountability
Honesty

Peace, Equity & Global Citizenship
Humility
Policy Innovation
Data-driven Policy
Cooperation
Peacebuilding
Equity
Belonging
Negotiation
Human Rights
Multispecies Cohabitation
Intergovernmental Collaboration
Empathy
Dialogue
Active Listening
Common Ground
Compassionate Communication
Equity
Cultural Agility
Language
Lexicon

If we could share one message with world leaders and decision-makers, it would be this:

Listen to young people not only as the leaders of tomorrow, but as stakeholders of today.

We are not asking to replace adults, or to pretend we have all the answers. We are asking to be included honestly in the decisions that will shape the world we are growing up in: the world we will live in, lead in, and hopefully thrive in.

Invest in us with more than words. Give young people real access to education, opportunity, and decision-making spaces. Let us learn from scientists, educators, entrepreneurs, policymakers, and communities, and let them learn from us too.

The future is being reshaped by AI, climate change, health challenges, conflict, and new technologies. These issues are too important to be guided only by short-term politics or short-term profit. We need more science in decision-making, more long-term thinking, and more courage to choose what protects people and the planet, even when it is not the easiest option.

AI should not become a tool that benefits only a few. Its knowledge, opportunities, and power should be shared more openly and fairly, so progress is something everyone can take part in.

Education must also change. Many schools are still preparing students for a world that no longer exists. We need education that teaches critical thinking, creativity, ethics, emotional intelligence, and the ability to work with change, not just memorize information for systems that are already outdated.

The world is changing, and the way decisions are made must change too. We need leaders who are open-minded enough to reform what no longer works, while wise enough to protect what still matters.

We do not want a future built for us without us.

We want to help shape a future that is more fair, more responsible, more human, and more ready for the challenges ahead.

Andrea H. Grade 11, Elina L. Grade 11, Kesnacharvy S. Grade 11, Ida H. Grade 9, Ruilin W. Grade 10



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INNOVATORS FORUM: DIALOGUE WITH INDUSTRY EXPERTS

WT



Rosenberg student delegation and moderators with industry expert panelists - House of Trust during World Economic Forum 2025

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Hosts

Moderators, practitioners, and young contributors who shape each session through shared questions and practical insight:

Furui Y. Gr. 8
Anaís R. Gr. 8
Lily G. Gr. 8
William H. Gr. 10
Antonia Martina Durisch
Rayn S. Gr. 11
HaoHua Z. Gr. 11
Clément V. Gr. 10
Elina L. Gr. 11
Beatrice B. Gr. 11
Nadia W. Gr. 10
Sebastians M. Gr. 10
Andrea H. Gr. 11
Varvara M. Gr. 11
Helar M. Gr. 9
Ida H. Gr. 9
Mateo T. Gr. 11
Jasper F. Gr. 11
Syailendra Q. Gr. 11
Aldo F. Gr. 12
Dr. Shane Szarkowski
Prashanth Shanmugan
Dr. Carol O'Donnell
Raphael Gielgen
Sophia B. Gr. 12
Ana Rold
Prof. Dr. Manu Kapur
Maksymilian H. Gr. 12
Rodion Z. Gr. 10
Cosimo M. Gr. 11
Akif K. Gr. 12
Allegra V. Gr. 11
Sofia M. Gr. 10
Elizabeth B. Gr. 12
Maeve Louise R. Gr. 12

Visionaries

Individuals whose perspectives expand the horizon of each session, introducing bold ideas, lived experience, and directions for the future:

Freya VH. Gr. 11
Inna-Michelle C.
Gautier Cloix
Yuval Noah Harari
Yunyi Huang
Daniil D. Gr. 11
Celina Zuberbühler
Arianis Ibrahim
Terence La
Dr. Mino Rathnasabapathy
Riccardo Pavesi
Olivia Tamburlini
Anastasiia Soproniuk
Rahul Bhalla
Niccolò Scarpantoni
Ahmad Allahgholi
Joël Mesot
Lee M. Gr. 11
Ruilin W. Gr. 10
Assen C. Gr. 10
Otto G. Gr. 9
Yelisei S. Gr. 8
Antonia Martina Durisch
Noah Ghisleni
Leonie Hermannsdörfer
Bjanka T. Gr. 12
Orik G. Gr. 12
Samira K. Gr. 12
Lai Tong N. Gr. 12
Varrenya P. Gr. 12
Pamela Elizarraras Acitores
Valentin Abend
HaoHua Z. Gr. 11
Rika Nakazawa
Paul Richter
Sarah Howard
Kanza El Kadiry
James Nicolay
Dr. Arvid Bell
Dr. George Zarkadakis

Shane Ray Martin
Chris Purifoy
Anna Molero
Sean Slade
Stefan Schoepfel
Dr. Jess Conser
Johanna Söderström
Tarja Stephens
Amy Peck
Prof. Dr. Liudmila Zavolokina
Nikos Acuna
Mario Vasilescu
Andrea H. Gr. 11
Ida H. Gr. 9
Vincent S. Gr. 11
Colin Walsh
Bernhard Kowatsch
Candela R.S. Gr. 12
Jasper F. Gr. 11
Ata Chokhachian
Oliver Moldow
Alexander Curth
Syailendra Q. Gr. 11
Alexey D. Gr. 9
Deea-Helen C. Gr. 12
Emma Jurczynski
Stefan Aerni
Shiv B. Gr. 12
Kesnacharvy S. S. Gr. 11
Paul R. Gr. 12
HE Albin Kurti
Dr. Wendy Kopp
Boris Smiljić
Viktoriya I. Gr. 12
Viacheslav D. Gr. 12
Olivia N. Gr. 11
Ela K. Gr. 12
Tim Goudriaan
Sandro Rüegg
Dr. Yves B. Partschefeld
Dr. Shane Szarkowski
Andrej J. Gr. 12
Bjorn S. Gr. 12
Katrina Salazar
Prashanth Shanmugan
Dr. Carol O'Donnell
Raphael Gielgen
Esha Gupta
Daniella Foster
Anil Soni
Valentin G. Gr. 10
Meta V. Gr. 11
Prof. Dr. Manu Kapur
Adnan Hassan
Maksymilian H. Gr. 12
Rodion Z. Gr. 10
Akif K. Gr. 12
Allegra V. Gr. 11
Sofia M. Gr. 10
Elizabeth B. Gr. 12
Maeve Louise R. Gr. 12

Contributing Students

Shaped by student-led moderation, questions, and solution sprints during The Rosenberg House Davos:

Reimagining Leadership

Maeve R. Gr. 12
Elizabeth B. Gr. 12
Sofia M. Gr 10
Allegra V. Gr. 11
Akif K. Gr. 12
Cosimo M. Gr. 11
Rodion Z. Gr. 10
Maksymilian H. Gr. 12
Meta V. Gr. 11
Valentin G. Gr. 10
Andrej J. Gr. 12
Ela K. Gr. 12
Olivia N. Gr. 11
Viacheslav D. Gr. 12
Viktoriya I. Gr. 12
Paul R. Gr. 12
Kesnacharvy S. Gr. 11
Orik G. Gr. 12

Planet & Purpose

Shiv B. Gr. 12
William H. Gr. 10
Mateo T. Gr. 11
Rayn S. Gr. 11
Jasper F. Gr. 11
Ida H. Gr. 9
Helar M. Gr. 9
Varvara M. Gr. 11
Andrea H. Gr. 11
Allegra V. Gr. 11
Alexey D. Gr. 9

Syailendra Q. Gr. 11
Deea-Helen C. Gr. 12
Candela R. Gr. 12
Varrenya P. Gr. 12
Lai Tong N. Gr. 12
Otto G. Gr. 9
Ruilin W. Gr.
Lee M. Gr. 11
Assen C. Gr. 10
Yelisei S. Gr. 8
HaoHua Z. Gr. 11
Daniil D. Gr. 11
Sofia M. Gr. 10

Technology & Trust

William H. Gr. 10
Mateo T. Gr. 11
Rayn S. Gr. 11
Jasper F. Gr. 11
Ida H. Gr. 9
Helar M. Gr. 9
Varvara M. Gr. 11
Andrea H. Gr. 11
Rodion Z. Gr. 10
Vincent S. Gr. 11
Samira K. Gr. 12
Ela K. Gr. 12
Olivia N. Gr. 11
Viacheslav D. Gr. 12
Viktoriya I. Gr. 12
Kaan G. Gr. 10
Inna-Michelle C. Gr. 11
Freya v.H. Gr. 11

Peace, Equity & Global Citizenship

Viktoriya I. Gr. 12
Bjanka T. Gr. 12
Nadia W. Gr. 10
Beatrice B. Gr. 11
Elina L. Gr. 11
Clement V. Gr. 10
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Editing (Climate Words)

Valentin Abend
Pamela Elizarraras Acitores

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Kasper-Florio
Orb (Rani Yasmine Putri, David Loy)

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