Young Persons’ Plan for the Planet Program

Engaging and Empowering Youth to deliver the UN Sustainable Development Goals

Ian Chambers, Australian National University
Professor Graham Durant, Questacon, Canberra

SCWS, Tokyo, November 15, 2017
Australian Parliament August 2017 – Harry’s story
“I was worried about the future but I didn’t have a voice. Now I have a voice. Teenagers are undervalued in what we can actually do and the impact we can have…” Harry Tunks, Tasmania
Australian Parliament August 2017 – Jessica’s story
“It’s our future. We need to be saying what we think..”

Jessica Bowman, Perth
Australia’s Minister for Industry, Innovation and Science tweets about receiving the ‘Young Australians Plan for the Planet v1.0’
<table>
<thead>
<tr>
<th>No Poverty</th>
<th>No Hunger</th>
<th>Good Health</th>
<th>Quality Education</th>
<th>Gender Equality</th>
<th>Clean Water and Sanitation</th>
<th>Renewable Energy</th>
<th>Good Jobs and Economic Growth</th>
<th>Innovation and Infrastructure</th>
<th>Reduced Inequalities</th>
<th>Sustainable Cities and Communities</th>
<th>Responsible Consumption</th>
<th>Climate Action</th>
<th>Life Below Water</th>
<th>Life on Land</th>
<th>Peace and Justice</th>
<th>Partnerships for the Goals</th>
</tr>
</thead>
</table>

“...this is your first visit to Parliament House and already you are instructing the Government on how to save the planet...” Sky News interviewer
Local media coverage

Young Australians leading the charge

New Town High School’s HARRISON TUNKS and JOEL CARTLEDGE represented Tasmanian youth in Canberra.

All the plans laid in the national capital, the opportunity of a lifetime was unfolding for Joel and myself.

With the door to be presented for the future earth conference laid on, we were asked in Qantas to see the beginning of something amazing.

After messages and presentations, we were the first ones. However, the students were the one’s who created the Plan for the Planet.

For us, meeting the minds of teenagers who cared about our world was simple, but the best part of Delhi.

The friends who formed as we worked together over the past three days are more important, into the future.

Throughout the event, there was a sense of pride among the students, teachers and organizers about what had been achieved. We were the pilot year’s program but everyone was ready to make a difference in the world—and it was.

Nowhere was this more evident than on the second day of the conference during the presentation of the plans we had created. We gathered in Parliament House for the breakfast event that opened National Science Week in the whole country.

Different of important figures were there with us. The event really started with all students and organizers engaged in something concrete on how to make the world a better place.

I was one of the two students who had the privilege of giving the Plan for the Future to the Minister for Industry, Innovation and Science, Senator Arthur Sinodino.

The big moment was a nerve-wracking but full of happiness.

We were placing our hard work in the hands of the politicians, working to change the world.

The plan had already started being discussed, recognizing the potential of young people, but it was far from over.

I know all our peers would have dreams of what would come from this plan, relating to their area.

Our New Town High team wanted to see the biggest issues in Tasmanian and Australian addressed, such as climate change, education and health.

So, on a national scale, problems such as discrimination and lack of sustainable energy were put to the people and put it in their hands to do it.

With so many dreams balanced on that moment, my bigger hope is for the plan to be that our politicians take our work seriously.

The youth of Australia are to make the world a better place. The plan for the Plan for the Planet is the first step in achieving this, in recognizing that young people can make a difference.

For Joel and myself, students across the nation, the Youth Ambassador Plan for the Planet has given us the tools we need to make a difference; to make our careers dedicated to global change.

But in the end, we are only at the beginning. Other countries are already looking to adopt such programs that will empower young people across the globe. Together, we can make a difference.

MAIN PICTURE: New Town High Year 9 student Harrison Tunks addresses the National Science Week launch in Canberra. INSET: Harrison, right, with fellow delegate Joel Cartledge.
Suzy’s story
“...for the students, by the students. A program which lends itself to finding real world solutions. One where our students have a say in their world, their future Earth, what it should look like. A future Earth where they are leaders of change, progress and sustainability...”

Suzy Urbaniak, Science Teacher, Kent St High School, Perth
Young Australians' Plan for the Planet Program
Pimlico State High School Townsville Qld : EcoZone 9

Pimlico State High School story
“an invaluable component of our school’s commitment to developing students as active and engaged global citizens, ready to make a positive impact in our world”

Joel Bucholtz, School Principal, Pimlico State High School, Townsville
Representatives of Australian schools present the Young Australians Plan for the Planet v1.0 to Science Minister Arthur Sinodinos
Ian’s story

Plan for the Planet
A Business Plan for a Sustainable World

Ian Chambers and John Humble
Questacon’s story
The Schools
The project in action - business, youth and research mentoring
Kent St High
Perth WA
EcoZone 3
Ulladulla High School, New South Wales

EcoZone 13
Video-conferences using Questacon’s Schmidt Studio
‘Hi, I’m Tendai from the Darwin Plan for the Planet team. My topic for the Darwin ecozone is poverty’
• Each school builds a sustainable development plan for their ‘EcoZone’ based on the UN SDGs
• Regional EcoZone plans are then synthesised into a national plan
• Program is modular and scalable enabling replication to other cities, regions, countries and globally
Key Program Principles:-
1. Engage, connect and empower young people
2. Build partnerships to deliver the UN SDGs though a schools and university led program
3. Leverage best practice business planning
4. Utilise business, youth and research mentors
5. Open source materials
6. Virtual ‘plans’ keep evolving
7. Infection model to spread engagement
The program is modular and scalable enabling replication to other countries.
Project stages:
1. Discovery/ research
2. Prioritisation
3. Building the plan
4. Combining plans
5. Communicating
# The Plan: 6. Clean Water

**Focus Areas**
Top 4 Area Focus Area (Clean Water and Sanitation)

**Objective**
(What are we aiming to achieve)

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Objective</th>
<th>Strategies</th>
<th>Actions</th>
<th>Outcomes / Measures</th>
<th>SDG Interconnects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Microbiological contaminates in water.</td>
<td>In 5 years time we have reduced water contaminates by 50%</td>
<td>1.1. Regular water testing and using filtration systems (esp. for people with bores).</td>
<td>1.1.1. The government and water corporations may add for funding and removing the contaminates.</td>
<td>As a result, in 5 years we want 90% of microbiological contaminates removed meaning every year we remove the contaminates by 40%</td>
<td>Life Below Water, Good Health and Wellbeing Sustainable Communities &amp; Cities</td>
</tr>
<tr>
<td>2. Funding for bio-filtration systems to replenish and cleanse lakes.</td>
<td>2.1. The general public how having a system can positively effect lakes.</td>
<td>2.1.1. The government, water corporations and the department of water can use for funding the bio-filtration in lakes of wet.</td>
<td>As a result, we want 15 new bio-filtration systems in the next 5 years.</td>
<td>Life Below Water</td>
<td></td>
</tr>
<tr>
<td>3. Polluted ground water due to pesticides and fertilizers.</td>
<td>3.1. Educating the public about harmful pesticides and what they do to the environment as well as the farmers that use fertilisers. Educating the public of when to use fertiliser and the appropriate amount Educating and encouraging the public and farmers for using toxic free pesticides and fertilizers.</td>
<td>3.1.1. Department of water and the government may help us with funding and advertising for educating farmers and the public.</td>
<td>As a result, by the next 5 years we would like the general public and farmers using not only toxic free fertilizers and pesticides but also better educated about when to use them. (In the summer/dry season) (Water toxicity levels rise higher in the winter and run off is more likely to happen meaning all the toxic pesticides and fertilizers will run with the water flowing back either into a lake or into the ocean).</td>
<td>Life Below Water, Responsible Consumption and Production</td>
<td></td>
</tr>
<tr>
<td>4. Water use in Schools.</td>
<td>4.1. Water wise programs (implemented water wise programs in their everyday education) Store rainwater in cisterns.</td>
<td>4.1.1. Water wise Australia and government funding are needed to aid this problem.</td>
<td>As a result, we want to see more schools being water wise, minimizing storm water runoff and more education regarding water wise wastage.</td>
<td>Life Below Water, Responsible Consumption and Production</td>
<td></td>
</tr>
</tbody>
</table>

**Clean Water and Sanitation**
### The Plan: 8. Economic Growth

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Objective</th>
<th>Strategies</th>
<th>Actions</th>
<th>Outcomes / Measures</th>
<th>SDG Interconnects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide North Queensland with cheap reliable electricity for development.</td>
<td>To develop a base load electricity generation plant that would be able to provide cheap and efficient electricity to North Queensland industry. Cheaper and reliable electricity allows for more business development opportunities and employment growth.</td>
<td>Build gas based power station for North Queensland, to provide constant reliable cheap energy and to create jobs. The power station is supported by a network of alternative energy sources (solar, wind and biofuel) to reduce gas consumption as much as possible.</td>
<td>Identify a suitable location central to North Queensland. Federal Government to fund power station via Northern Australia Infrastructure Facility (NAIF) Fund.</td>
<td>Cheaper reliable power in North Queensland. Increased business development. Increased employment. Increased alternative energy sources. Less use of coal powered electricity production.</td>
<td>Decent Work and Economic Growth. Industry, Innovation and Infrastructure. Responsible Consumption and Production. Climate Action. Partnerships for the Goals.</td>
</tr>
<tr>
<td>2. Improved Transport for Inter Regional Trade</td>
<td>Develop inter-regional trade to make produce it cheaper and affordable, reduce transport times and make it easier and quicker to export.</td>
<td>Development of all-weather highways including dual lane highways where appropriate. This allows faster and more efficient transport of goods. This will improve trade between regional communities and larger urban areas resulting in cheaper commodities from regional locations. Increased consumption of local products over imported products. Easier access to ports and airports for export of goods.</td>
<td>Build all weather highways and dual lane highways between regions.</td>
<td>Cheaper transport between regions and larger urban communities. Cheaper local goods over imports. Increased business development. Increased employment.</td>
<td>Decent Work and Economic Growth. Industry, Innovation and Infrastructure. Responsible Consumption and Production. Climate Action. Partnerships for the Goals.</td>
</tr>
</tbody>
</table>

Name: Robert Van Dyk

EcoZone 9 Northern Qld
Job done! The Young Australian’s Plan for the Planet v1.0
“Encouraging young Australians to contribute to a future plan for the planet is essential. This program embraces youth as the designers and implementers of our sustainable future Earth. The Australian National University is pleased to be a stakeholder in this program and acknowledges the important role that young people have to play in the national and international implementation of the UN Sustainable Development Goals”.

Nobel Prize Laureate and ANU Vice Chancellor Professor Brain Schmidt
<table>
<thead>
<tr>
<th>Project</th>
<th>Year 1 2016/17</th>
<th>Year 2 2017/18</th>
<th>Year 3 2018/19</th>
<th>Year 4 2019/20</th>
<th>Year 5 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Australians Plan for the Planet</td>
<td>17 Schools</td>
<td>45 Schools</td>
<td>90 Schools</td>
<td>180 Schools</td>
<td>400 Schools**</td>
</tr>
<tr>
<td>Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Young Persons Plan for the Planet      | Australia pilot program 17 Schools / 20 EcoZones | International pilot program 30 Countries / 300+ Schools | 30 Countries / 900+ Schools | 193*** Countries / 2000+ Schools |
| Strategy                               | Australia, Japan, NZ, Singapore, Fiji, Samoa, PNG, Mauritius | China, UK, Latin America, Tanzania, Zimbabwe, Mexico, Canada, ASEAN countries Indonesia, Thailand, Malaysia, Brunei, Philippines, Vietnam | 20 G20 & 20 V20 Counties + 50 Partner Countries | 20 G20 & 20 V20 Counties + 153 Partner Counties |

Coming soon in 2018!
Young Mauritians Plan for the Planet
Young Singaporeans Plan for the Planet
Young Fijians Plan for the Planet
and more…
Infection model to spread program globally
The Key Stakeholders
Engaging, Connecting and Empowering Youth with a focus on the Sustainable Development Goals

https://www.planfortheplanet.org.au