

**RESTLESS
DEVELOPMENT**

The Big Idea

2023



WHAT'S THE BIG IDEA?

Over the last couple of months, Restless Development has been convening young people to think about the question "how can we get decision-makers to sit up, listen and most importantly, act to tackle the climate crisis and transform education?"

For many of the young people we work with, education is crucial to tackling the climate crisis, by helping communities adapt to the impact of climate disasters and transition towards green livelihoods and economies. At the same time, climate change is already having a serious impact on children's education and this will only get worse. Tackling the two crises together is crucial. Progress on these issues just doesn't seem to be being made at the scale and speed that young people are demanding, which is why we brought them together to strategise.

WHAT'S THE BIG IDEA?

The Big Idea progressed as a series, bringing young people together for regional conversations, as well as featuring conversations on social media between young people and experts. The aim was to get a conversation going by bringing in as many voices as possible. The series culminated with The Big Idea Relay, a 24-hour ideation session with young people from 30 countries.

The Big Idea Relay

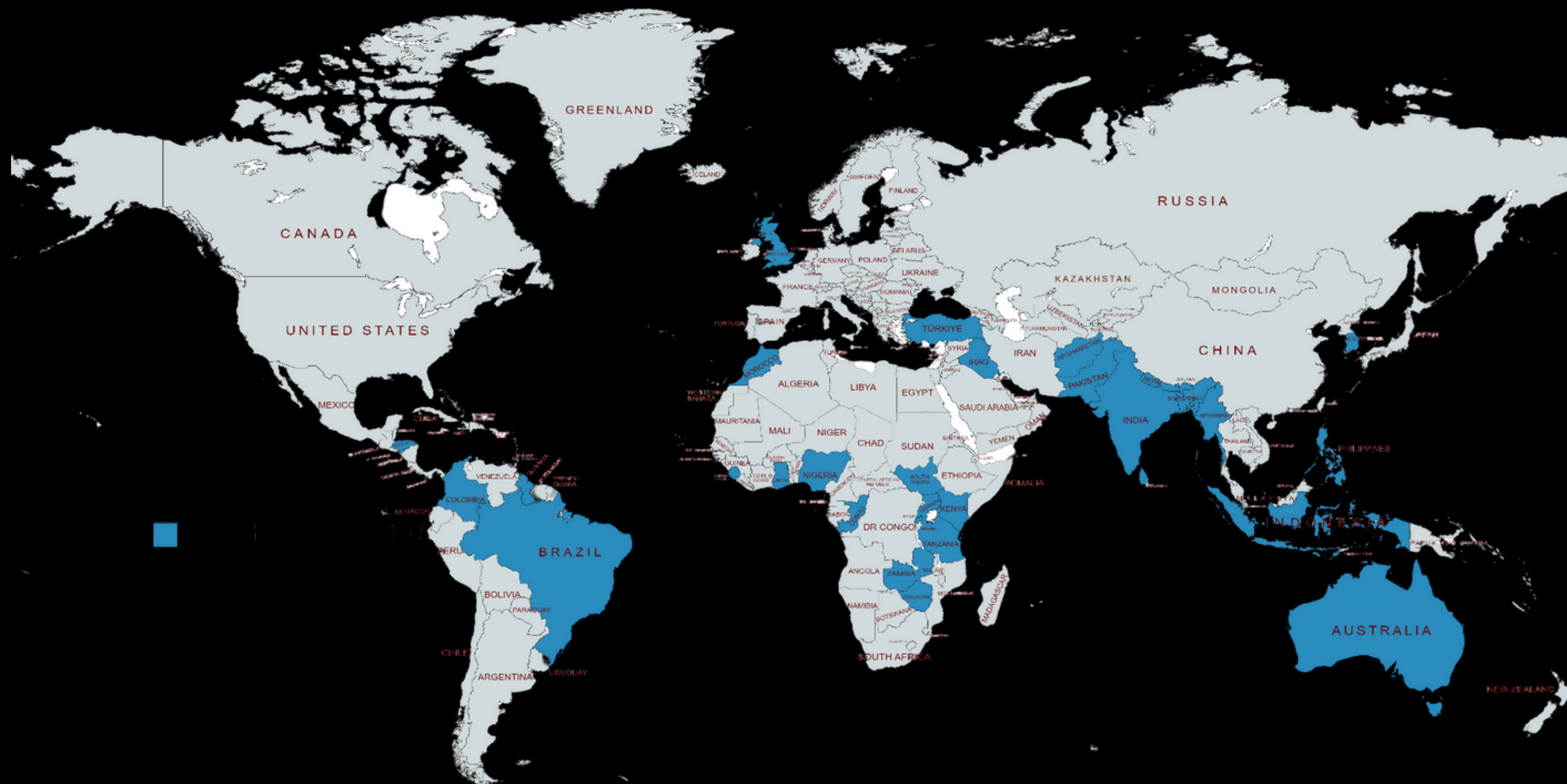
24 hours, 250 young people, 4 sessions, 7 Big Ideas

Session 1: Who are the decision-makers we are trying to engage and what are the challenges in trying to getting them to listen?

Session 2 & 3: Develop some of these ideas and build a roadmap. Review and analyse our work Analyse and review our work

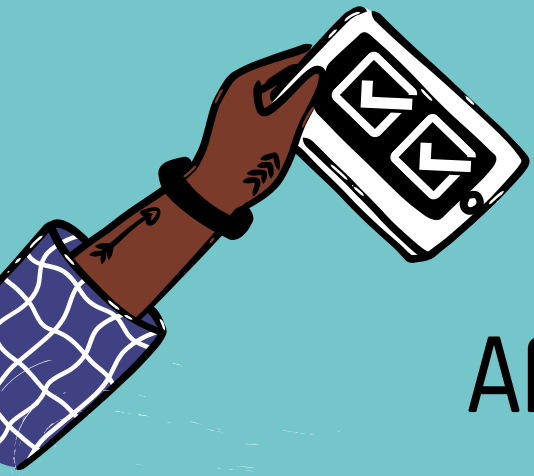
Session 4: prioritise our ideas, next steps & celebration

Countries represented



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List of Countries



Afghanistan

Australia

Bangladesh

Bhutan

Brazil

Colombia

Congo

Fiji

Ghana

Guyana

Honduras

India

Indonesia

Iraq

Iraqi Kurdistan

Kenya

Morocco

Myanmar (Burma)

Nepal

Nigeria

Pakistan

Philippines

Rwanda

Sierra Leone

South Korea

South Sudan

Sri Lanka

Tanzania

Turkey

Uganda

UK

Zambia

Zimbabwe



What are the challenges?

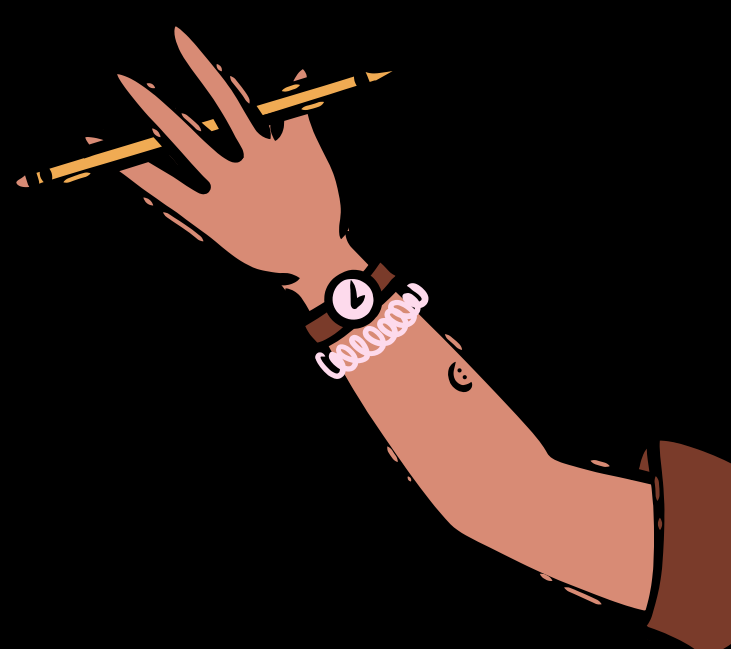
- * Lack of enough resources to support Climate/Education causes
- * Lack of strong climate and Education policies
- * The Education system is urban centric, there is little effort in tackling the ssues of climate change or educating the community and young people
- * Concern on alignment of climate and Education to countries' priorities
- * The need for transformative innovation from young people and the role of collaborating regionally and nationally to find and scale solutions.
- * Tokenistic representation and lack of influence of young people in decision making spaces.

We asked the young participants to tell us about the challenges they see for engaging decision-makers and not only having their voices heard, but their ideas acted upon.

- * Most of the government institutions don't recognise young people as stakeholders and partners.
- * Struggle between grantors and grantees – Lack of policy influences the change that happen.
- * One united voice internationally – should be same in Iraq and UK.
- * Market innovation with sustainability – Marketing strategies working with climate change policies.
- * Lack of monitoring and evaluation of climate change projects by climate change funders.
- * What kind of menstrual products we use.

WHO ARE THE DECISION-MAKERS THAT NEED TO LISTEN TO US?

- 
- * Education person at the UN
 - * Minister of green economy and environment
 - * Elected Reps
 - * Policy makers
 - * Religious leaders
 - * MCAS

- 
- * Ministries of planning
 - * Education Unions
 - * Ministry of State
 - * Local authorities
 - * Government ministers
 - * Ministry of tourism and creative economy
 - * School heads
 - * Cabinet Secretaries

The Big Ideas





BIG IDEA 1

"NO MORE BLAH BLAH BLAH";
MAKING ALL CONVERSATIONS WITH
DECISION-MAKERS COUNT



An illustration of a hand with a yellow beaded bracelet and a ring, holding a large white thought bubble. The background is teal with a yellow star and some white swirls.

The Idea

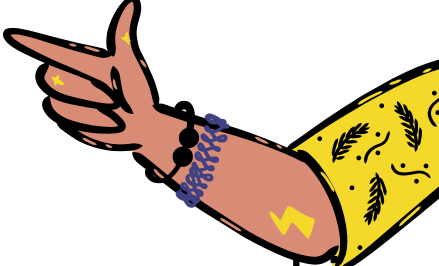
In order to realise policies that address climate change and transform education, there needs to be an overhaul of systems to ensure that all stakeholders not only know about the SDGs and the relevant national policies in these areas, but can easily follow their progress.

An easily accessible platform is needed so that citizens can keep track of both national and global progress towards the goals and access decision-makers to discuss this progress.

What are we aiming for?

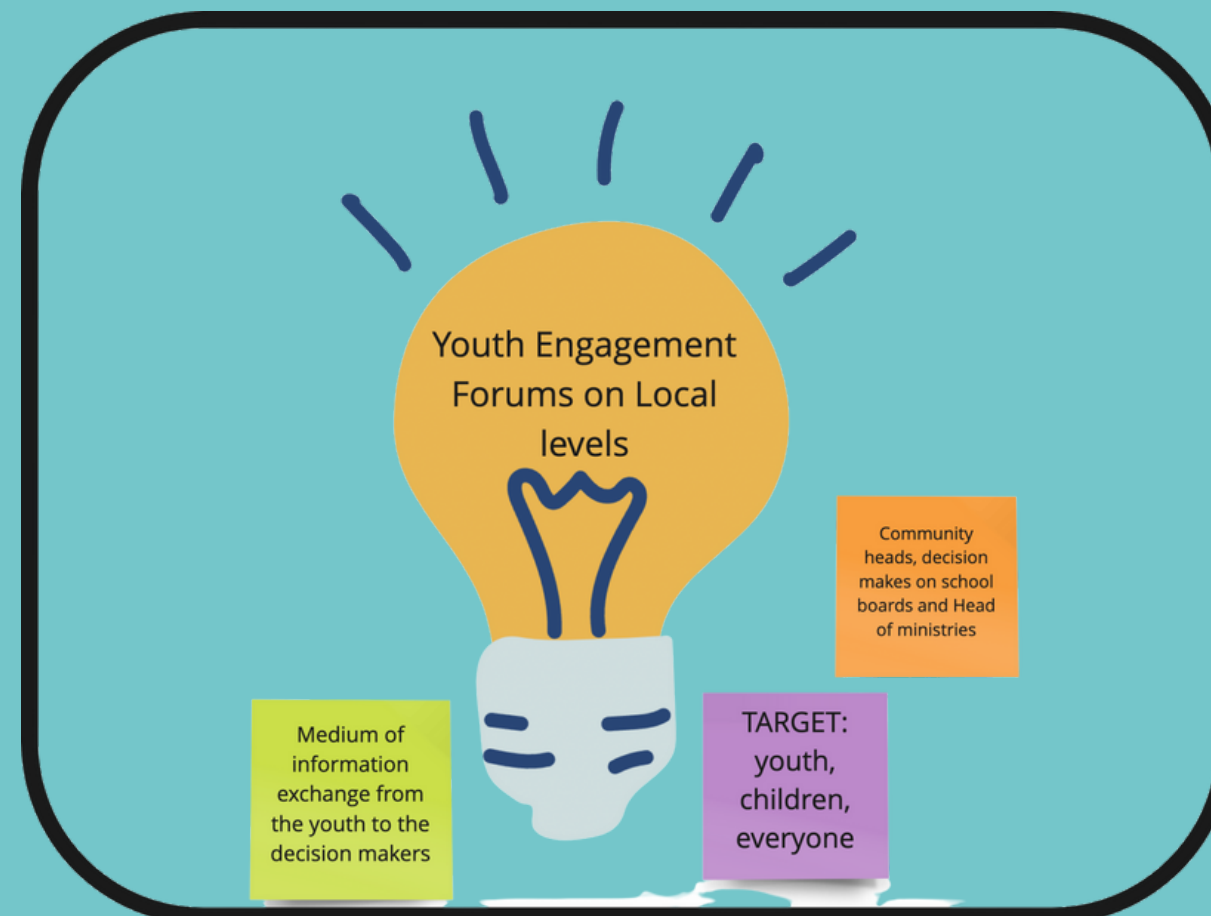
- Working together across regions to both understand how information about progress is being shared and to share information ourselves
- Thinking nationally as well as globally!
- Building more public participation

What is holding us back?

- Lack of national policy on climate and education
 - Not having a view of what decisions our leaders are making
 - Lack of political will when it comes to accountability
- 
- An illustration of a hand with a purple beaded bracelet and a yellow sleeve with a lightning bolt, pointing upwards.

BIG IDEA 2

INVESTING IN YOUTH LEADERSHIP AT THE LOCAL LEVEL



An illustration of a hand with a yellow beaded bracelet and a ring, holding a large white thought bubble. The background is teal with a yellow star and some white swirls.

The Idea


Invest in youth leadership and youth engagement at the local level, so that young people – particularly girls – can learn more about climate change and transforming education and be involved in decision-making and change-making in their local communities.

This needs a whole community approach and must include free workshops, training and forums for accessing decision-makers

What are we aiming for?

- More and better information that is easily accessible – local citizens need to understand their influence over decision-making
- Funding to ensure that as many people as possible can be involved
- Connecting this work to global efforts to help drive change

What is holding us back?

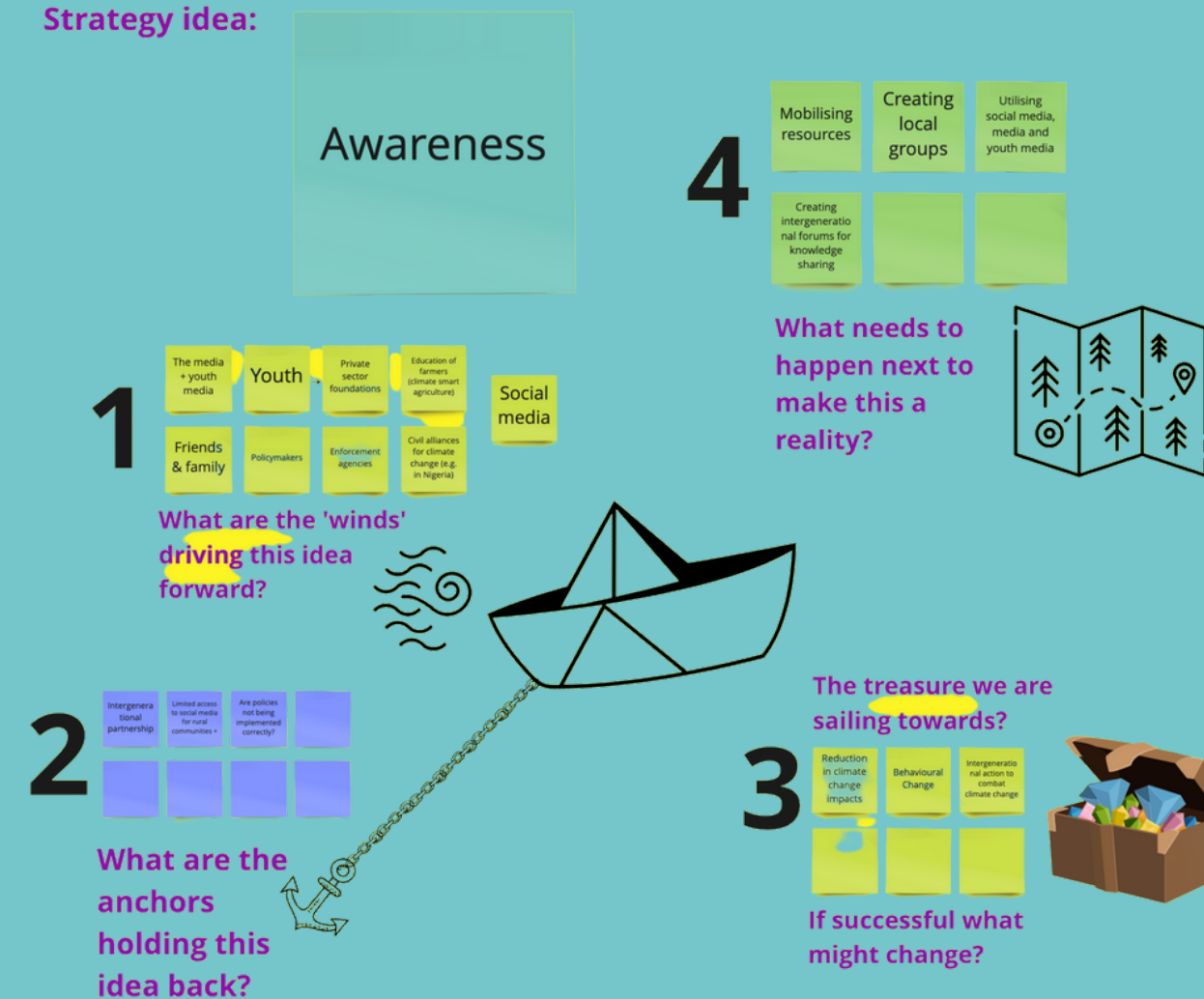
- Policies that prevent these activities happening
 - Lack of funding, coordination and communications
 - Activities can feel too small
- 
- An illustration of a hand with a yellow sleeve and a purple beaded bracelet, pointing towards the text.



BIG IDEA 3

IF YOU KNOW THEN YOU KNOW; SPREADING THE CLIMATE MESSAGE

Strategy idea:





The Idea

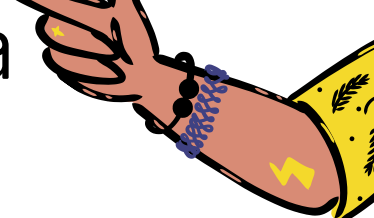
In order to drive action on tackling climate change and transforming education, there needs to be more effective communications and awareness raising, that is joined-up, youth-led and very strategic.

We need story-telling that appeals to different communities and uses creative approaches to build both an understanding of the interconnected crises and the demand for change.

What are we aiming for?

- An intergenerational partnership within communities, bringing together everyone's skills and knowledge
- Making campaigns and spokespeople much more representative of populations
- Building up our capacity to use mediums like social media to spread the word

What is holding us back?

- The digital divide; limited access to social media by rural communities
 - Initiatives that are not representative of communities and involve the same people
- 



BIG IDEA 4

PERIODS ARE A CLIMATE JUSTICE ISSUE

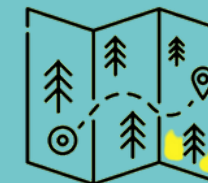
Strategy idea:

Youth
engagement
in dignified
menstruation

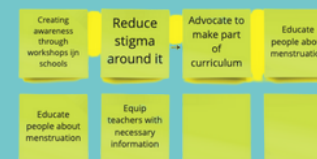
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What needs to happen next to make this a reality?

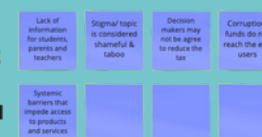


1



What are the 'winds' driving this idea forward?

2



What are the anchors holding this idea back?



3

The treasure we are sailing towards?



If successful what might change?





The Idea


Menstruation is both a climate justice and education issue. In order to transform education, more needs to be done to tackle the stigma around menstruation which may prevent the ability to access education by those young people who menstruate, while the growing impacts of climate change can impact on access to clean water and sanitation as well as sanitary products.

We need a campaign that connects these issues, equipping teachers to ensure safe spaces in schools for those young people who are menstruating as well as driving change at the policy level, such as dropping tax on sanitary products.

What are we aiming for?

- No tax on sanitary products as an international standard
- Increased access to sanitary products in school and in out-of-school educational settings
- Increased awareness of the impact of climate change on dignified menstruation

What is holding us back?

- Significant stigma attached to menstruation
 - Systemic barriers that prevent access to products and services
 - More women leaders needed to speak about this issue
- 



BIG IDEA 5

KNOWLEDGE IS POWER! DRIVING SOCIAL ACTION VIA EDUCATION

Strategy idea:

Empower people
and create a
united voice
through
education

4

Empower the people's voices	A strong front for the project	Powerful resources to access
Mobilising resources - in kind and in cash	Stakeholders engagement	Collaboration

1

Schools	Government agencies	Community groups	Leaders across key societal groups (religious, political etc)
Educate our leaders first	The education system broadly diffuses ideas and helps to educate about the importance of education across different types of schools	Target influential individuals to communicate to promote this education	Social media networks help spread a message and so can be used to communicate and spread ideas and change attitudes

What are the 'winds'
driving this idea
forward?



2

The lack of education on the seriousness of climate change	Policy making and implementation	Resources available	These benefits from the unustainable approach will be losing companies
Social media can be divisive and beneficial	Power: young people vs those older		

What are the
anchors
holding this
idea back?



3

The treasure we are
sailing towards?

Climate change literacy will increase	Negligence may be reduced	Sustainable action!
Taking care and precaution	Government change	

If successful what
might change?





The Idea


To drive action on climate change and education, young people – and their communities – need to not only understand the issues, but also their role in demanding change.

We need to see education as a starting point for empowering people's voices, not only for those in formal education, but those outside of the system. Investment in training about how to build and run campaigns, use social media and use communications effectively are crucial to building the capacity of communities to lead change.

What are we aiming for?

- A university-focused campaign to engage students and climate clubs in schools
- Workshops to build skills in campaigning, communications and social media use
- Confidence to engage in policy discussions and decision-making

What is holding us back?

- Those benefitting from our unsustainable systems, like mining companies
 - A power imbalance that disenfranchises young people
 - A lack of education on the seriousness of climate change
- 



BIG IDEA 6

THERE IS NO PLANET B ENVIRONMENT EDUCATION FOR ALL

Strategy idea:

Bringing
environment
into education
in schools

4

- Creation of climate clubs in school with a well trained teacher, several topics regarding climate change
- Active participation in savings on climate change at all levels of governments in all countries
- Regular dialogues between educational partners, governments, companies and private sector on how to make schools, universities and businesses more sustainable and how to work better together
- Making climate change part of the curriculum for students to learn from experienced experiences of people around the world
- Use of social media to influence and reinforce positive changes
- Creating brand ambassadors that push the cause, e.g. athletes, influencers and so on

1

- The kids who would be here in the future
- school boards
- policy makers
- School heads
- Youths in communities
- Education Ministers
- Parents
- Teachers
- Traders in schools, especially food sellers

What are the 'winds' driving this idea forward?

2

- Improvements in the energy balance
- Education is still seen as a priority
- Science & research that shows the impact of climate change on education
- Building and enhancing the resilience of education systems
- Building and enhancing the resilience of education systems
- Building and enhancing the resilience of education systems

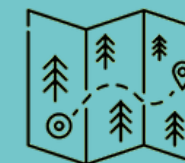
What are the anchors holding this idea back?

3

The treasure we are sailing towards?

- Higher educational attainment
- Higher educational attainment
- Higher educational attainment
- Higher educational attainment
- Higher educational attainment
- Higher educational attainment

If successful what might change?





The Idea

Climate change literacy should start in educational settings. Young people should learn about what climate change is and its impacts and solutions via a strong climate change curriculum.

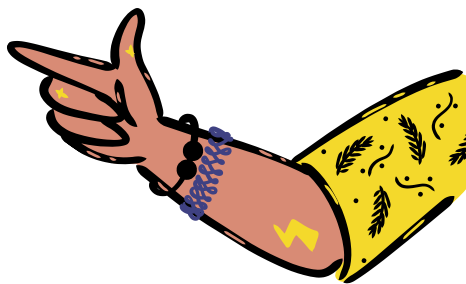
Climate change clubs and qualifications should be part of formal education across the learning journey. The approach should be cross-disciplinary to make sure that it is embedded throughout the curriculum.

What are we aiming for?

- An increase in climate literacy across the board
- Climate clubs set up in schools
- Creative approaches to this curriculum to encourage knowledge and ownership of the solutions

What is holding us back?

- STEM subjects tend to be given more importance by teachers and educational bodies
- A concern that this could become an optional subject, rather than a core skillset
- A disconnect between work on education and work to tackle climate change





BIG IDEA 7

ORGANISING FOR CHANGE; INVESTING IN YOUTH LEADERSHIP





The Idea


Bringing change-makers together to co-strategise about how to demand change in these areas is crucial. Often opportunities or platforms for young people to have their voices heard are designed by organisations, when they should be designed by young people themselves.

Having more "Big Idea"-type sessions locally, regionally and globally, bringing changemakers together could help us coordinate a louder voice for change

What are we aiming for?

- Local, regional and global ideation sessions designed by young leaders to bring change-makers together
- Workshops and training to build youth leadership
- Connections with other prevalent – and connected – issues such as hunger and nutrition

What is holding us back?

- Disinformation campaigns particularly on climate change – need to counter these
 - Not being well enough connected to the right decision-makers, and sources of funding
- 

**What happens
next?**



WHERE NEXT?

The Big Idea has been an energetic and insightful project, bringing together a large, truly global group of young people at short notice to think together about collectively driving progress on transforming education and tackling climate change.

These ideas tell us both about where the young people feel the emphasis needs to be to drive change and what the focus of these interventions should be. For example, building networks at national level and investing in climate change education came up consistently throughout the process.

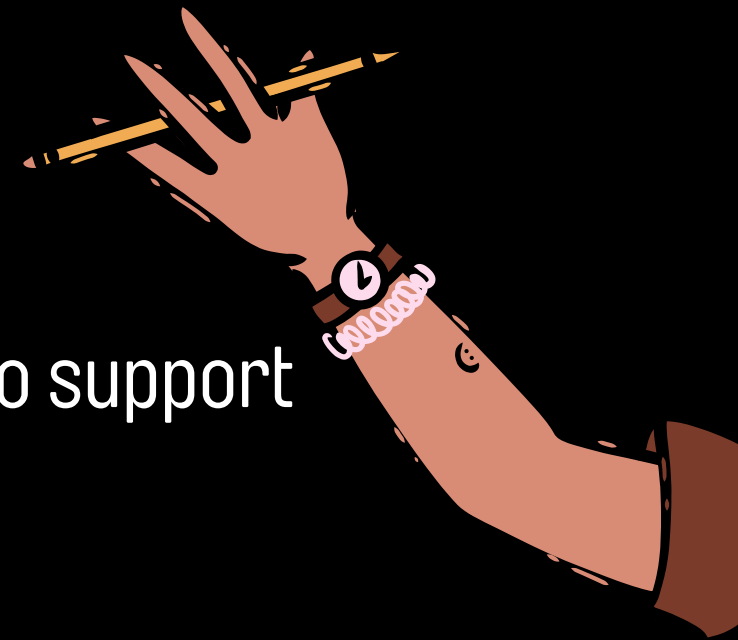
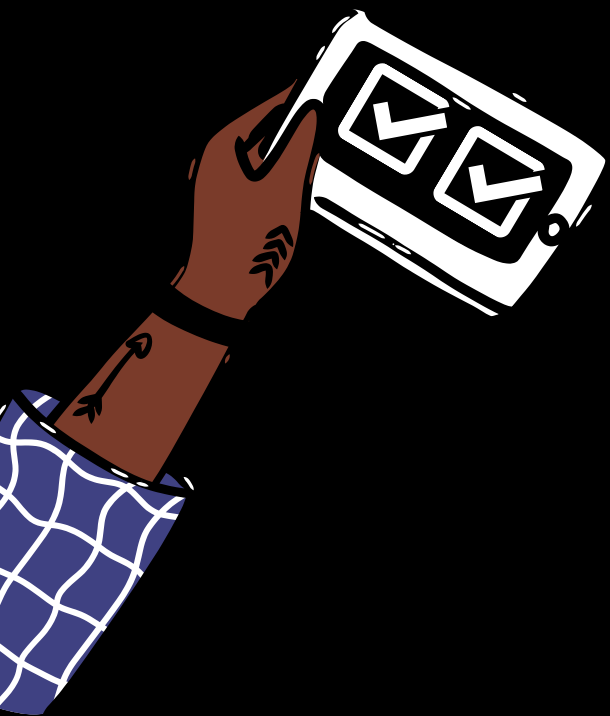
However, there is a journey still to go on with these ideas. In order to be implemented, more work must be done to build, develop and test these ideas in partnership with young people and a wider, intergenerational group.



WHERE NEXT?

Restless Development has been the catalyst for The Big Idea. Now, we want to support young people to develop these ideas and realise them, with the support of an intergenerational ecosystem.

With key discussions and focus summits coming up in 2023 and 2024, including the Climate Ambition Summit and COP 28, we are keen to ensure that momentum continues behind the seven Big Ideas, connecting young people with the advice, networks and support and funding to take this work forward.





Let's talk!

If you would like to find out more about The Big Idea and to discuss how you
could support the development of the seven ideas,
email Rosanne Palmer-White rosanne@restlessdevelopment.org

