



**G200**

YOUTH FORUM

# **Final Results**

## **G200 Youth Forum 2016**

### 1 CONTENT

### 2 ABOUT THE G200 YOUTH FORUM 2016.....5

### 3 JOINT SESSION REPORT.....6

#### 3.1 JOINT SESSION I: SECURITY EDUCATION: A NEED? OR A MUST? .....6

##### 3.1.1 Description.....6

##### 3.1.2 Subtopics.....6

##### 3.1.3 Recommendations.....7

#### 3.2 JOINT SESSION II: PERCEIVING HAPPINESS .....7

##### 3.2.1 Description.....7

##### 3.2.2 Subtopics.....8

### 4 G200 YOUTH SUMMIT COMMUNIQUÉ .....11

#### 4.1 COMMITTEE I: GLOBAL HEALTH ..... 11

##### 4.1.1 Prevention ..... 11

##### 4.1.2 “Brain Drain” ..... 11

##### 4.1.3 Healthier Community, Healthier Economy ..... 11

##### 4.1.4 Mental Health ..... 12

##### 4.1.5 Gender and Inequality..... 12

#### 4.2 COMMITTEE II: SHAPING THE LABOUR MARKET.....12

##### 4.2.1 Educated ..... 12

##### 4.2.2 Experienced ..... 13

##### 4.2.3 Unskilled..... 13

##### 4.2.4 Disadvantaged..... 13

#### 4.3 COMMITTEE III: ‘FROM CONSUMER SOCIETY TOWARDS VALUE-BASED SOCIETY’ ..... 13

##### 4.3.1 Government Institutions & the Business Environment: ..... 14

##### 4.3.2 Education ..... 14

##### 4.3.3 Waste Management and Reduction ..... 15

##### 4.3.4 Energy Management ..... 15

#### 4.4 COMMITTEE IV: NEW STRATEGIES FOR FINANCIAL SECTORS AND WORLD ECONOMY ..... 15

##### 4.4.1 Barriers to Entry..... 16

##### 4.4.2 International Regulatory Framework..... 16

##### 4.4.3 Inequality/Income Disparity ..... 17

#### 4.5 COMMITTEE V: TECHNOLOGICAL CHALLENGES ..... 18

##### 4.5.1 Education ..... 18

##### 4.5.2 Research..... 19

4.5.3 Environmental aspects .....	19
4.5.4 Security .....	20
<b>5 G200 YOUTH FORUM 2016 CONFERENCE FORUM .....</b>	<b>21</b>
5.1 ROUND TABLE I: ECONOMICS AND FINANCE .....	21
5.1.1 Session 1: Investing and Financing.....	21
5.1.2 Session 2: Measures of Success.....	21
5.1.3 Session 3: Global Dynamics .....	22
5.1.4 General Remarks.....	23
5.1.5 Statistics.....	23
5.2 ROUND TABLE II: LAW AND HUMAN RIGHTS .....	23
5.2.1 Conclusions.....	23
5.2.2 Statistics.....	24
5.3 ROUND TABLE III: WORLD POLITICS AND INTERNATIONAL RELATIONS .....	24
5.3.1 Description.....	25
5.3.2 Statistics.....	25
5.4 ROUND TABLE IV: SOCIAL AFFAIRS AND MEDICINE .....	25
5.4.1 Description.....	26
5.4.2 Conclusion/Moving forward.....	26
5.4.3 Description.....	26
5.4.4 Conclusion/Moving Forward.....	26
5.4.5 Statistics.....	26
5.5 ROUND TABLE V: ECOLOGY, ENVIRONMENT, AND ENERGY .....	27
5.5.1 Conclusions.....	27
5.5.2 Statistics.....	27
5.6 ROUND TABLE VI: DESIGN, TECHNOLOGY, AND INNOVATIONS .....	27
5.6.1 Overall Summary.....	28
5.6.2 Opinions.....	28
5.6.3 Consensus reached.....	28
5.6.4 All Technology is Obsolete when it is not sustainable: The two sides of Globalization.....	28
5.6.5 Opinions.....	28
5.6.6 Consensus Reached.....	29
5.6.7 Statistics.....	29
5.7 ROUND TABLE VII: EDUCATION AND YOUTH.....	29
5.7.1 Session 1: Facing the Challenges.....	29
5.7.2 Session 2: Empowerment and Opportunity .....	29

5.7.3 Conclusions.....	30
5.7.4 Statistics.....	30
5.8 ROUND TABLE VIII: HUMANITIES: HISTORY, PHILOSOPHY, LINGUISTICS, ARTS, AND JOURNALISM .....	30
<b>6 INTERNATIONAL YOUNG PARLIAMENTARIANS’ DEBATE JOINT STATEMENT .....</b>	<b>32</b>
6.1 Women’s rights, family, child support and welfare.....	32
6.2 Sport and youth policy, culture, education and media.....	32
6.3 Business and entrepreneurship, innovations and energy .....	32
6.4 Local development, sustainability, transport and tourism .....	32

## **2 ABOUT THE G200 YOUTH FORUM 2016**

---

The G200 Youth Forum (6 April — 10 April 2016, Garmisch-Partenkirchen, Germany) is one of the largest international events organized for the youth from around 200 countries in 2016, and over 500 young leaders, students and academics, representatives of the business world and parliaments participate in it.

The G200 Youth Forum 2016 has four main platforms which run in tandem with each other:

- G200 Youth Summit – resulting in the Communiqué;
- Conference – with publication of academic articles in the Conference Proceedings;
- International Young Parliamentarians’ Debate– with Joint Statement;
- Joint Sessions of the G200 Youth Summit, Conference and International Young Parliamentarians’ Debate participants – with Joint Sessions reports.

This is the 11<sup>th</sup> year of the Forum. Previous events had been held in:

- 2006 – G8 Youth Summit – Russia (Saint-Petersburg);
- 2007 – G8 Youth Summit – Germany (Berlin);
- 2008 – G8 Youth Summit – Japan (Tokyo);
- 2009 – G8 Youth Summit – Italy (Milano);
- 2010 – G20 Youth Summit – Canada (Vancouver);
- 2011 – G20 Youth Summit – France (Paris);
- 2012 – G20 Youth Summit – USA (Washington D.C.);
- 2013 – G20 Youth Forum – Russia (Saint-Petersburg);
- 2014 – G20 Youth Forum – Germany (Garmisch-Partenkirchen); and
- 2015 – G200 Youth Forum – Germany (Garmisch-Partenkirchen).

The G200 Youth Forum 2016 was organized by the Swiss-based G200 Association. The young leaders, academics, parliamentarians, and alumni of all events are members of the G200 Association. The Association unites those who will make key decisions on a worldwide scale in the future.

### 3 JOINT SESSION REPORT

---

#### 3.1 JOINT SESSION I: SECURITY EDUCATION: A NEED? OR A MUST?

##### 3.1.1 Description

Chair: Mr. Asaad Ali M. Asaad, Director of Student Activity Administration, Al Yamamah University, Riyadh, KSA

Does this generation need to be properly and formally educated about security? In the wake of extremism that is sweeping across the world and seriously threatening the core values of civilization, coexistence, diversity and compassion, what is our role as educators and education policy makers to safeguard the generation and protect them from an ISIL ghost behind a screen trying enlist them as zealous jihadists? Schools in the West and other corners of the world offer sex education, environmental education, and so on and so forth. Isn't it time that we thought about adding security education to our curricula? If yes, then how? And is it possible to expand the concept of security education to cover most pertinent threats and dangers that our children and youth need to be aware of and capable of protecting themselves against them? Online threats, rape, and bullying, are but a few examples. Children and youth are a very susceptible group of people and this is a well-known fact. Don't they need to be taught how to "sniff" a possible danger and responsibly and courageously protect themselves against it? Isn't this education needed to foster good citizenship? Isn't it a must "now"?

##### 3.1.2 Subtopics

###### 1. The Scope of Extremism. Extremism and Other Threats

Is extremism a local, regional, or global threat?

In addition to extremism, which is the most dangerous threat that must be addressed, what are the other most pertinent threats (that jeopardize the individual student, his/her family, his community and world peace at large) that security education must focus on? Where do these threats come from?

###### 2. Goals & Objectives of Security Education. Justification and Rationale of Security Education.

What is the ultimate goal of security education?

What are the justifications of offering security education in schools?

###### 3. Research into Security Education. Policies & Procedures

What research is needed in order to form a comprehensive outlook and understanding of the scope of security education?

What policies and procedures are needed in order to offer security education successfully?

###### 4. National Curricula & Security Education. Knowledge, Competencies & Skills

How should national curricula develop the sense of personal, societal and national security in students? Should security education be taught as an independent school subject, for example?

What knowledge, competencies and skills do curricula need to enable the students with in order to survive the threat of extremism (and other threats) in the 21st century?

### 5. Social Media & Security Education

How can we protect youth from the threats that come from the open world of social media and technology without impacting their positive relationship with it and benefit from its potential? What skills should young users of social media learn and develop to use the open world of the social media safely?

#### 3.1.3 Recommendations

- Extremism is a global threat that affects the entire world and therefore security education is a must. Ministries of education worldwide must place safety and security at the top of their concerns. National curricula should strive to teach the generation how to be able to perceive threats and deal with them.
- Security education must also deal with other threats such as bullying, cyberbullying, drugs and unsafe social media practices.
- The goal of security education is to try the best to maintain safety and security for the individual, the group, the whole society and the world. It contributes to good citizenship and serves the goal of achieving stability and happiness.
- Children and adolescents are a very vulnerable and susceptible group and they should be the focus of security education.
- Universities, research centers and ministries of education need to conduct wide scale research to identify the best ways to enhance the psychological wellbeing of the generation so that they do not fall an easy prey to extremists or bullies.
- Expert educators should determine, together with other stakeholders, the skills and competencies that must be taught in the national curricula to promote and teach security education.
- Critical thinking should be promoted in national curricula as it enables the students to deal properly with threats.
- Social media should be part and parcel of the modern curricula because only in this way we can guarantee that children and adolescents will use it properly and learn how to protect themselves from any source of danger or threats that might come through it.
- Increasing tolerance and compassion as the two most important human values that create acceptance and reciprocity among all citizens, immigrants and minorities.
- Security education should not only be given to youth or adolescents but also to parents because the family is an essential stakeholder in education.
- Making education accessible to the widest majority of children in underdeveloped countries in the world so that when security education is offered, it can achieve its goal at the largest scale possible.
- Education must also appeal to extremists to show them that they are walking the wrong path to achieve their goals and that extremism is not the answer to anything.

### 3.2 JOINT SESSION II: PERCEIVING HAPPINESS

#### 3.2.1 Description

Chair: Ms. Bridget Grenville-Cleave, Director, Workmad Ltd., London, the UK

In this Joint Session on Perceiving Happiness we will consider three overarching themes which are essential to increasing global happiness and well-being: 1) how we define and measure happiness, 2) how we teach and learn happiness and well-being 3) and how we move forward sustainably. In discussing each theme it may be helpful to consider both individual and collective perspectives, as well as the similarities and differences which are relevant to the context of our particular community, country and continent. We will also use the opportunity to reflect on our own unique strengths and interests, how these inform our viewpoints and how we can apply them to make a positive difference in the world.

### 3.2.2 Subtopics

#### 1. Defining and Measuring Happiness

*“Too much and for too long, we seem to have surrendered personal excellence and community value in the mere accumulation of material things. Our Gross National Product...counts air pollution and cigarette advertising, and ambulances to clear our highways of carnage. It counts special locks for our doors and the jails for the people who break them. It counts the destruction of the redwood and the loss of our natural wonder in chaotic sprawl. It counts napalm and counts nuclear warheads and armored cars for the police to fight the riots in our cities... and the television programs which glorify violence in order to sell toys to our children. Yet the Gross National Product does not allow for the health of our children, the quality of their education or the joy of their play. It does not include the beauty of our poetry or the strength of our marriages, the intelligence of our public debate or the integrity of our public officials. It measures neither our wit nor our courage, neither our wisdom nor our learning, neither our compassion nor our devotion to our country, it measures everything, in short, except that which makes life worthwhile.” Robert F. Kennedy 1968*

Given that traditional economic measures such as GDP are no longer deemed sufficient indicators of societal progress, what measures should we use?

How can we promote the use of new measures and ensure that they are given the same credibility and become part of everyday language in the same way that GDP is?

How do we make Kennedy’s words irrelevant by 2018 (50 years on)?

Greater material wealth does not automatically lead to greater happiness, individually or collectively. How do we balance economic and happiness goals so that they compliment each other, rather than compete with or undermine each other? How do we balance individual and collective needs?

Group 1 split the topic into two sections: defining and measuring.

1. Defining: How to define happiness according to specific countries.
  - Balance: Balance between what we need and what we want.
  - Experience: Experience things.
  - Opportunities: Do what you love.
2. Measuring: Happiness depends about time and maturity;
  - Happiness changes with time.
  - Affected by 3C:

Circumstances we have no control over;

Choices religion, values;

Chances ethnicity, economy, education.

- Time goals are divided into two areas:

Short term;

Long term.

### 2. Happiness and Well-being in Education

*Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime (Proverb)*

Given the vital role that happiness plays in the success of individuals, societies and nations (the 'Decent Society'), how do we learn the science behind happiness and the skills to put it into practice?

'In most schools, maths and science are more important than languages. Languages are more important than art and music. Drama and dance are not important at all' (quotation from UK TeachersTalk forum). How do we prioritise the teaching and learning of happiness and well-being in a typical school? What knowledge and skills do we need to include in school curricula? What are the implications - for parenting roles, teacher training, qualifications and so on?

If happiness and well-being are not taught at school, how will young people learn the science of happiness and the skills to put it into practice for themselves and their communities?

Education:

- Goals – greater attraction between family and education;
- Family, schools, education system = closer society;
- Well defined value system;
- General greater mindfulness in schools;
- Methods;
- Changing performance based testing to more value based subjective skill based system;
- Media consciousness;
- New school education system teaching criticism of media and social media;
- Increase extracurricular activities to improve social interaction goals and greater mental and physical health opportunities;
- Opened a conversation about different personality types.

### 3. Happiness: a Serious Business

*"We cannot solve our problems with the same thinking we used when we created them". Einstein*

Given the vital role that happiness plays in the success of individuals, societies and nations (the 'Decent Society'), how can Positive Psychology (the scientific study of optimal human functioning) inform how we tackle urgent global issues, aside from health?

From a top-down (rather than bottom-up) perspective, how do we ensure that rigorous scientific knowledge, thinking and evidence on happiness and well-being are routinely incorporated into policy?

- Work life balance;
- Wellbeing leave – people need to take time off;
- Happiness via education: food programs in schools, social and community activities, diversity education, equal opportunity, gender /disability, freedom of study topics;
- Ministerial accountability;
- Psychological testing, respecting world happiness;

### 4. Well-being through Social Aspects

*"No man is an island". John Donne*

Happiness plays a role in every aspect of human life, from cradle to grave and all the stops in between. It is a fundamental aspect of a 'Decent Society'. How do we ensure that ministries and international organisations consider happiness and well-being issues seriously, and work together to create and sustain a 'Decent Society'?

- Introduce happiness as a parameter in government policy. Introducing it as an issue that needs to be addressed. The exact approach differs per nation;
- Integrate happiness into education – make sure schools implement community building activities into the education discourse: more after-school activities, volunteering;
- Government has to make sure that workers work in fair conditions and businesses must take into account the wellbeing of their workers;
- Businesses are part of the community – we can't think of them as separate entities, we need to make sure that businesses also see themselves as a community building group. Perhaps they can have specific deal – for example, the government can give businesses that engage in corporate social responsibility some kind of incentive;
- The importance of role models in business leaderships.

### 5. Moving Forward Sustainably

*"Happiness is not a spectator sport". Chris Peterson*

What are your unique strengths and interests? How will you apply them to make a positive difference for other young people who are not here?

From a bottom-up (rather than top-down) perspective, what are the key 3-5 things that you will do to increase the amount of human happiness in the world?

1. Significant improvement of medical care and education surrounding this topic
  - Democratic society;
  - Volunteering projects, service to society, voluntary service and community;
  - Arts and culture more access to museums, art galleries, and parks.
2. Parliaments
  - Make the best of every situation;
  - Be grateful;
  - It is easier to be happy in a safe environment than in an unsafe environment;
  - Take responsibility for your own happiness;
  - Taking care of other people makes you happier.

## 4 G200 YOUTH SUMMIT COMMUNIQUÉ

---

### 4.1 COMMITTEE I: GLOBAL HEALTH

Chair: Valencia Gabriella, Student, Hong Kong University of Science and Technology, Indonesia

Secretary General: Sarah Tresedder, Student, Michigan State University, USA

**4.1.1 Prevention** - Identifying the precipitants of disease with a focus on prevention rather than treatment.

- **Education**

- Implement an annual education program that focuses on general health, hygiene and nutrition within school systems and the workplace in conjunction with a mandatory first aid course.
- Research prevention methods to identify the most successful ones, tailoring them to a country's needs.

- **Vaccinations**

Ensure that vaccinations become mandatory worldwide, providing high coverage to vulnerable age groups specifically.

**4.1.2 “Brain Drain”** - The outwards movement of skilled professionals, specifically healthcare workers, from low-income nations to higher income nations. This creates a lack of qualified physicians in countries that require these skills the most.

- **Incentives**

- Invest in scholarships or grant programs for health care professionals who are willing to work in the underdeveloped cities.

- **Cooperation**

- Establish a branch within an international organization (eg WHO) to facilitate exchange programs for healthcare workers.

- **Information Sharing**

Create a platform to facilitate a discussion on policy formation, strategic planning, and healthcare delivery between countries.

**4.1.3 Healthier Community, Healthier Economy** - There is a positive correlation between good health of a community and their economic growth.

- **Funding**

- Encourage the government to increase the national expenditure on healthcare, emphasizing the importance of a healthy population for the economy.
- Increase social responsibility of the private sector by allocating a portion of their annual revenue towards the health sector in return for lower taxes.

- **Infrastructure and Development**

- Establish hospital centers of excellence, special diagnostic centers, and improve emergency services.

- Expand and improve upon existing hospitals and clinics that are understaffed or under-equipped and implement training programs for the workers.
- **Transparency**
  - Third party organizations should supervise and produce an annual public report detailing healthcare expenditure. This will track progress and ensure external assurance.

**4.1.4 Mental Health** - It is important to consider both physical and mental health and how they are connected.

- **Treatment Options**
  - Research alternative options for treating different mental health issues to determine which is most effective in combination with drugs when necessary.
  - Promote counselling services in treating depression.
- **Awareness**
  - Educate people on mental health, starting from a young age in school courses and continuing to adulthood through mandatory workshops.
  - Increase community outreach programs by NGOs to find potentially vulnerable patients as well as provide opportunities for people with mental health issues to connect.

**4.1.5 Gender and Inequality** - Enable current perspectives to empower both women and men to change their own realities.

- **Education**
  - Widen access to secondary education in the developing countries with special focus on promoting empowerment in women.
  - Provide adequate education on women's health, such as menstrual health and pregnancy.
- **Contraception**
  - Broaden access to female birth control, including long term options such as an IUD, to allow family planning and women's progression to the workplace.

Educate people about disease prevention and safe sexual practices.

## 4.2 COMMITTEE II: SHAPING THE LABOUR MARKET

Chair: Mr. Reno Albra, Student, Universitas Airlangga, Indonesia

Secretary General: Mr. Kane Versteeg, Student, Griffith University, Australia

### 4.2.1 Educated

- Those who are educated but without experience
- Facilitate programs for encouraging practical experience during the process of education, training and development:
  - incentives for enterprise to take on interns;
  - practical experience during technical diplomas and other certifications; and
  - offer incentives for firms and corporations to employ graduates.

### 4.2.2 Experienced

- those who are experienced but without official credibility or qualification
- programs to recognise acquired competencies through prior experience
  - o courses to officially qualify workers, in order to give credibility to their prior experience
    - for those transitioning to similar roles internationally or in varying industries; and
    - need to be region and industry specific in order to provide credibility to acquired experience accurately.
  - o increase international and inter-industry recognition of previous qualifications or measures of credibility
    - Governing body (UN, Major Corporations, Governments etc) qualification programs to promote broader credibility

### 4.2.3 Unskilled

- those who are without prior experience or qualifications seeking to enter the labour force
- offer programs for experience and qualification, dependant on the condition of the immediate labour market
  - o offering financial incentives for the unskilled to participate the in aforementioned upskilling programs; and
  - o promote the opportunity to enter the labour market as subcontractor and employees of the 'sharing economy' (Airbnb, Uber etc).
    - earning participants of the sharing economy should also be eligible for protection in a similar way that an industry employee is (eligibility for income insurance and rebates for operational expenses).

### 4.2.4 Disadvantaged

- those who are socio-economically disadvantaged (migrants, the disabled, and those from low-equity backgrounds)
- enabling societal integration through incentives to employ, and providing opportunities to those who bare little to no opportunistic exposure
  - o financial incentives to employers who provide occupational opportunities to those with disabilities;
  - o integration programs for migrants seeking to enter the labour force
    - with specific respect to language and cultural integration; and providing greater opportunities for those from low-equity backgrounds.
    -

## 4.3 COMMITTEE III: 'FROM CONSUMER SOCIETY TOWARDS VALUE-BASED SOCIETY'

Chair: Mr. Kenichi Nishimura, Student, Osaka University, Japan

Secretary General: Ms. Kathrin Harb, Student, Universiteit Leiden, Netherlands

### 4.3.1 Government Institutions & the Business Environment:

The Business Environment refers to mainly the private sector companies, such as SMEs and MNCs, and how they interact with the public sector and civil society. There are various ways to encourage businesses to become more value-based.

#### ○ **Government Legislation**

- **Taxation:** Tax incentives and taxation as a consequence. There should be a focus on measuring the amount or extent of negative externalities that large corporations produce and to introduce tax breaks or tax incentives accordingly.
- **Auditing:** A government commission can be appointed to audit companies and report this information to the government. Through this measure, corporations will be held accountable (through taxation and legislation).
  - **Subsidization:** as an incentive for companies who create eco-friendly products
- **Standard regulations** to ensure the effectiveness of the measures implemented for example, through universal disposal methods. **International Partial Legislation:** for example, tax incentives and tax “punishments” have to be an international regulation with country-dependent implementation, based on the political, social, and economic context.
- **Labelling and Information:**
  - Increase awareness about the origins of the product and avoid misleading information (honest labeling – such as fair-trade and use of bar-code app)
  - **Honest Expiration Dates** on perishable items
- **Triggering Innovation:** governments can collaborate with universities by investing in research that would result in better packaging and product design. These innovations and ideas would then be implemented in businesses. This would bring the three sectors closer together.

### 4.3.2 Education

- **Civic-Training:** Teachers should have civic training to deliver formal education about waste-management, ecological products, and smart-citizen choices.
- **Compulsory Waste Management Education** and related values from an early age: primary school should be the environment where the idea of a value-based society is engrained.
- **Public advertisement:** that addresses all ages and population groups to make consumers more conscious about the consequences of overconsumption.
- **Value-tied Government Funding:** Advertisements and informing students is not enough; implementation and seeing the “value-based” society in action is crucial: governments should give funding to schools based on commitment to the initiative set forward. If schools do not implement initiatives, they would get funding cuts.
- **Use of technology:** Introducing bonus grades/incentives for students that use electronic apps to track their carbon footprint and impact on the environment and actually attempt to improve their ratings.
- **Informal Education:** practical government workshops (in an informal setting) for small and larger communities that teach civil society sustainable values and how they can implement them in their daily life.

### 4.3.3 Waste Management and Reduction

- **Automatic Waste Separation:** There should be chutes in each building for separated waste, which is linked to an underground garbage system where garbage is automatically sorted for recycling.
- **Sustainable Consumer Actions:** Support businesses to incentivize sustainable consumer actions, such as dropping-off used goods and products for reusing/recycling at stores and supermarkets. For example, in Germany, consumers pay for the drink they purchase but also the bottle it comes in, receiving the cost of the bottle back upon its return.
- **Improving Distribution and Allocation of Food** through:
  - Encouraging the consumption of locally-made products
  - Introducing legislation that would ensure that supermarkets would distribute their left-over products to charities or organizations and companies that would either give the products away for free or for a low price
- **Investing in Innovation:** Investing in start-up businesses and hubs for research and development pertaining to waste management (to find a more sustainable and less damaging way of getting rid of waste).
- **Encouraging a “Repair Culture”** through:
  - Preventing Planned Obsolescence: the government should make it predatory for businesses and firms to create products that have low-quality or that last a small amount of time.
- **Water Collection and Consumption:**
  - Reduction of water consumption and introducing more sustainable water-collecting processes through:
    - Drip irrigation and sustainable farming techniques
    - Making potable water from rain-water

### 4.3.4 Energy Management

- **Intelligent Homes:** Introducing and incentivizing the concept of “intelligent homes” that regulate and record energy and water-consumption through, for example, temperature censoring that would test the temperature outdoors and regulate the temperature inside accordingly.
- **“Greener Cities”:** Making cities “greener” and encouraging the use of renewable energy
  - Street lamps and traffic lights that run on solar energy in countries where that can be a feasible solution
- **LED Light:** encouraging use of energy –efficient light bulbs (LED)
- **Energy-efficient Transportation:**
  - Electric or hybrid cars
  - Investing in public transportation
- **Spreading Awareness** about reducing energy-consumption

## 4.4 COMMITTEE IV: NEW STRATEGIES FOR FINANCIAL SECTORS AND WORLD ECONOMY

Chair: Arnab Deb Biswas, Student, Centennial College, Canada

Secretary General: Jamie Crowe, Griffith University, Australia

### **4.4.1 Barriers to Entry**

Barriers that enterprises face with entry into the global economy, mainly in developing countries.

#### **1. Judicial and Social Reform**

- a. Current situation: Developing countries are experiencing economic and political turmoil, with social instability at the forefront, and judicial systems not able to support economic growth. Larger corporations tend to exploit these inefficiencies.
- b. Recommendations:
  - a. Create an environment where countries and SME's are protected via international standards and policies until criteria related to efficiency and growth are met.
  - b. We recommend the start-up of a global organization that works on the accountability of the respect of intellectual property and create strategic infrastructures that stimulate economic activities and sustainable growth.

#### **2. Electronic Transactions**

- a. Current Situation: In the near future it will be of vital importance to facilitate electronic transactions. Current technologies could allow us to manage fast transactions without a significant waste of time and resources.
- b. Recommendations:
  - a. An electronic transaction system and new information technology systems need to be implemented in every country, while keeping in mind resistance from banks and security issues.
  - b. These technologies will take into account the contextual sensitivity of different cultures. A public institution has to partner with private sectors in order to obtain an effective integration.

#### **3. Technological Industry**

- a. Current Situation: Currently the technological industry is characterised by a small number of large competitors, leading to a concentrated market, impeding developing countries to take part in this sector through local start-ups.
- b. Recommendations:
  - a. Start-ups and SME's need the oversight of local governments in the form of resources, protection and infrastructure, in order to reach a critical mass in the local and global technological market.

### **4.4.2 International Regulatory Framework**

#### **1. Multinational Tax Avoidance**

Global tax agreement that will ensure that multilateral corporations pay taxes in every country of operation based on individual countries tax policies.

### Recommendations:

- a. Corporations must be taxed in the countries of operation to encourage investment in the countries of operation.
- b. Effective tax revenue collection to avoid tax burden on citizens, co-operations and the financial sector by closing loopholes in the tax system.

### **2. Financial Markets**

A more inclusive financial market for all countries to effectively participate and be represented.

### Recommendation:

- a. Effective international market regulation with a focus on fairness.
- b. There should be integration of the global financial market where all countries are engaged.
- c. Independence of financial sectors from government with government intervention when necessary to encourage innovation and diversification of financial sector.

### **3. Corruption Oversight**

Corruption generates a vicious cycle. The lack of stability and associated weakness of institutions creates conditions conducive to flourishing corruption, and corruption in turn erodes the strength of institutions and contributes to instability.

### Recommendation:

- a. Financial institutions need to be strengthened in all sectors by employing technology in procedures, and controls to encourage openness and clarity, as well as trust in the system.
- b. An international corruption rating agency which advises on the level of corruption in individual economies and financial markets.

### **4. Environmental Considerations**

There is a contradiction between sustainable economic growth and environmental preservation.

Solution: Balancing regulating bad behavior while incentivizing more environmentally friendly actions. For example imposing measures such as the Carbon Tax, while promoting the use of renewable energy. In addition there will still be an absolute maximum limit of Carbon emissions for each country, with lesser restrictions for industrializing developing countries with poorer infrastructure.

### **4.4.3 Inequality/Income Disparity**

#### **1. Trade**

- a. Problem: Often, developing nations cannot afford the costs of trade because of various tariffs and taxes. Recommendation: Lower tariffs and taxes for developing nations will allow them better access to the market
- b. Problem: There must be more recognition of regional powers and promotion of regional cooperation in developing nations. Recommendation: This will be accomplished by imposing a higher tariff on imports from developed economies to encourage consumption of regional products and strengthen the local market.
- c. Problem: Since developing nations often lack resources, short term subsidies should be implemented on those necessary resources with a long term program to eventually become sustainable and self-sufficient. Recommendation: As an incentive to richer nations to provide the subsidy, they will receive reduced taxes on anything they import from said country.
- d. Recommendation: The WTO Enabling Clause allows preferential treatment for developing countries to increase their import earnings and promote development. It is the exception to the "Most Favoured

Nation Treatment”. We must encourage actual implementation of this clause to help developing countries by giving them preferential tariff treatment to strengthen their local governments.

- e. Recommendation: States must support foreign countries through foreign direct investments to their companies to strengthen their trade.

### 2. Foreign Aid

- a. The effectiveness of foreign aid is a controversial issue that requires reform.
- b. Recommendation: Adjustment programs that focus on long term sustainability should be implemented, especially those geared toward education.
  - a. Family programs such as the Progres program in Mexico should be implemented to give money to families to be able to send their children to school and provide general health necessities.
- c. Recommendation: Non-governmental organizations should be doing most of the developmental push, but will require some government regulation.
- d. Recommendation: Foreign aid must be implemented with the intention of creating a self-sufficient and sustainable state.

### 3. Oversight

- a. Problem: If programs are left to evaluate their own effectiveness, there will be a natural bias towards positive results. Recommendation: There must be a bureaucratic hierarchy and regional experts to evaluate effectiveness of programs using various indexes.
- b. Recommendation: Positive psychology tests should be implemented as a bottom up approach to test if people are happier after the program is implemented. This will help in the decision of whether a program should continue to be funded.

## 4.5 COMMITTEE V: TECHNOLOGICAL CHALLENGES

Chair: West Paraiso, Student, Hokkaido University, Japan

Secretary General: Johan Ferreira, Student, University of Pretoria, South Africa

Technological challenges and disparities remain rife within and between countries. With this document we aim to briefly discuss some broad recommendations within the global technological arena to alleviate and address some of these challenges. These challenges are phrased and described within a global context but with direct application to individual countries.

### 4.5.1 Education

#### 1. Retaining knowledge

Many countries fall victim to “intellectual poaching” when knowledgeable citizens obtain specialist education outside of its borders, and does not return to apply this knowledge in their home country. Citizens may leave because of monetary incentives, other countries providing unique skill sets, and more preferable lifestyle standards. A domino-type effect could be observed that leaves developing countries in a developing state, since a greater technological disparity between countries is created if qualified scientists/technologists leave their home country and does not return to uplift their local communities.

Some recommendations:

- Skills share partnerships/incentives between countries, universities, multi-national entities/companies (coupled with exposure programs to introduce employees/graduates to the foreign/global flavour and then return to their home state);

- Specialised niches within institutions - covering a niche market/discipline, negating brain drain effect; and
- Stronger government support for promoting academic and other international cooperation, thereby retaining local intellectual talent and subsequently strengthening international relations between partnering countries.

### **2. Accessibility of science and technology**

Improve access and awareness of science and technology on a public level by:

- Creating an engaging and equal work- and research environment (promote racial, gender, sexual identity, equality) within education of science and science awareness;
- Introduce and promote digital literacy → introducing tools and methods to stimulate **digital** curiosity from an early age (school curricula and community programs)
- Introducing the digital revolution to the uninformed and beyond, not limiting to young individuals; and
- Workshops for highlighting responsible digital literacy – not letting the personal touch get lost in midst of digital environments.

### **3. Government neglect regarding technological priority**

Directing governmental focus toward drastic technological prioritisation is of utmost importance. It is evident that technology moves at a much faster pace than legislation does – this can hinder technological savvy and progress.

Some ideas and recommendations in this regard:

- Prioritise legislation regarding technological progress, possibly introducing liability law in non-life-threatening scenarios;
- Introduce regulatory frameworks and bodies to deal with designated authority with regards to technological issues (takes load off the state); and
- Educating the electorate about issues relating to scientific advancement and application with public value → this domino effect can create a ripple effect within next 10/15/20 years to electing a scientific- and technological savvy government for the public benefit.

#### **4.5.2 Research**

We propose some prioritisation within public- and governmental research funding instruments to alleviate some technological challenges.

- A significant portion of government funding to be spent on research areas which has direct public value – prioritising, but not limiting funding to society's needs e.g. water-, waste-, electricity-, disaster management-, and healthcare research); and
- Retaining a moral viewpoint on correct ethics clearance and usage.

#### **4.5.3 Environmental aspects**

##### **1. General**

The establishment of a multi-national body that can research the real effects of environmentally challenging propositions can be of great benefit. This entity can establish a regulatory governance framework for investigation and reviewing environmental effects before implementation.

- **Goal:** reducing/preventing global climate threats

Some examples and recommendations include:

- a. Greater focus on stratospheric sulphate aerosols;
- b. Increased attention on genetically modified organisms (GMOs) and illustration of the net gain of these methods within public view and paradigm;
- c. Increased investigation in GMO environmental remnants: what it leaves behind and how to reduce an undesirable footprint;
- d. Killswitch policies in GMOs for service termination in case the purpose for these organisms change in course of time; and
- e. Investigate Make it Rain- and alternative similar technology types to combat global climate threats.

## 2. Water

In particular, this committee enthusiastically supports the promotion of advancement within water technology. This includes recommendations to the:

- Promotion of technological advances for: transparent allocation of water requirements, clean drinking water, access to water in whichever required form, and a clear differential between which type of water is required for which purpose;
- Upgrading agricultural technology to enhance effectiveness of water distribution and usage;
- Financial support for implementing modern agricultural technology by farmers; and
- Incentives for treating commercial waste to become environmentally friendly in the short term, with these incentives becoming the norm in 10/12/15 years.

### 4.5.4 Security

Security especially relating to technology and data use is a commonly debated hot topic around the globe. Some thoughts regarding this topic are mentioned below.

- Share technology between and within countries – but not necessarily sharing data;
- Defining protocols and standards for disseminating, accessing, and sharing personal data (specifically relating to government entities);
- Defining universal privacy rights and standards for the global individual on the global street;
- Teaching and guiding individuals towards sustaining a responsible online persona; and
- Consider use and implementation of quantum cryptography with ultra-sensitive information on a national- and international security level.

#### DISCLAIMER

THE PRESENT COMMUNIQUÉ ONLY REFLECTS THE VIEWS AND RECOMMENDATIONS OF THE G200 YOUTH SUMMIT PARTICIPANTS THEMSELVES, NOT THOSE OF THEIR UNIVERSITIES OR EMPLOYERS.

THE VIEWS AND RECOMMENDATIONS ON THE FIVE TOPICS ARE THOSE OF THE FIVE COMMITTEES WORKING ON EACH OF THESE TOPICS. THEY DO NOT NECESSARILY REFLECT THE POSITION OF ALL THE G200 YOUTH SUMMIT PARTICIPANTS.

### 5 G200 YOUTH FORUM 2016 CONFERENCE FORUM

#### 5.1 ROUND TABLE I: ECONOMICS AND FINANCE

Secretary General: Ms. Sedzani Faith Siaga, Senior Lecturer, University of Pretoria, South Africa

##### 5.1.1 Session 1: Investing and Financing

Chair: Mr. Yahya Sudrajat, Reseracher, Centre for Strategic and International Studies (CSIS), Indonesia

No	Full name	Title	University	Name of presentation
1	Ms. Dayla Bahanshal	Student	Al Yamamah Univesirty	Tadawul Saudi Stock exchange: Does Quality Investing Matter?
2	Ms. Ping Zhang	Teacher	Tianjin University of Finance and Economics	Financing Sources for Subnational Governments in the Fiscal Decentralization of the U.S. and China: Convergence and Difference
3	Ms. Wei Zeng	Student	Tianjin University of Finance and Economics	Inter-Regional Economic Relation, Industrial Structure and Pollution Reduction “Benchmark Synergy”

The first session commenced with a discussion on the quality of investing and how investors perhaps don't consider the effects of their decisions. The research focused mainly on the Saudi Arabian community, but could be definitely be applied globally. This research found that a direct correlation exists between profitability and the quality of the stock that has been invested in.

The next paper was detailed analysis on the funding sources for the government in China. It was analyzed as a comparative to the United States of America and it was found that the two countries have shared experiences and policies. The main drivers of funding in the country are tax revenues imposed on the individual and corporate citizens.

The last speaker assessed the impact of the highly polluted environment in China on the growth and investment potential of the country. Research has found that the over the last two years pollution has been reduced dramatically although it continues to pose a major threat to society and business, with a negative growth being experienced. It appears the time has come for China to consider the use of green technology with high industrialization playing a major role in the current state. Productivity levels in China are high and unfortunately the country is the paying the price for this.

##### 5.1.2 Session 2: Measures of Success

Chair: Ms. Ruonan Ma, Student, Nankai University, China

No	Full name	Title	University	Name of presentation
----	-----------	-------	------------	----------------------

1	Mr. Zhenzeng Yang	Professor	Tianjin University of Finance and Economics	Intellectual property protection and GVCs position: a study using Koopman Index
2	Ms. Ruonan Ma	Student	Nankai University	Can low risk stocks outperform high risk ones? Evidence from China equity market
3	Mr. Yahya Sudrajat	Researcher	CSIS	The diminution of tariff of international trade towards inequality on Southeast Asia countries

In the session 2 nationwide measures of success were discussed., including the global value chain, tariff diminution and intellectual property protection. The first researcher shared his findings on how Intellectual Property Rights (IPR) affect the financial status of multinational corporations' global value chain status. He suggested the developing countries should attach more importance to the IPR protection in order to attract more FDI. The next researcher showed how the tariff diminution of international trade would lead to both GDP growth and higher Gini-coefficient, which indicates deeper wealth inequality. While another researcher introduced that the idiosyncratic risk anomaly would not stand in Shanghai stock market and Flight-to-safety phenomenon actually existed during the financial fluctuating year.

### 5.1.3 Session 3: Global Dynamics

Chair: Mr. Ahmed Al-Yaagoub, Student, Al Yamamah University, Saudi Arabia

No	Full name	Title	University	Name of presentation
1	Mr. Abdulrahman Aljamie	Student	Al Yamamah University	The role of industrial cities in diversifying the Economy: the Case of Modon
2	Mr. Ahmed Al Yaagoub	Student	Al Yamamah University	The impact of global oil price decline on the performance of Corporate Banking Sector in Saudi Arabia
3	Ms. Zhanhan Yu	Student		Spatial Wage Equation, Congest Effect and the Wage Gap

In a study focusing on the diversification of the economy in Saudi Arabia, the “Modon project” was pioneered by both government and the private sector. The project entailed building an infrastructure, in the form of cities, in the country since 2001 in order to facilitate a diversification element in the oil depended economy. The building of these cities involved giving incentives to investors to invest in the emerging country of Saudi Arabia. As it stands today these cities are making a 8% contribution of total GDP. Post building these 34 cities, it will continue providing support and facilitate financing to investors in order to ensure sustainability.

The next researcher was unique to this session as he was a full time banker and part-time student. He brought the fore the various policy's and regulations in Saudi Arabia surrounding the banking system and its survival. It is evident from his research that there are strong policies in pace which will ensure the sustained success of their corporate financing institutions.

Traditionally, researchers use labor economics to explain the wage gap between cities in different size, which called urban wage premium. They think workers in bigger cities can receive higher wage because they are more capable and productive. Since wage must reflect such productive difference, therefore human capital premium leads to urban wage premium. However, this explanation may not be the whole story. Modern cities themselves could be the reason of wage gap between the cities. The agglomeration effect in metropolitan areas will make the firms more productive and thus afford higher wage and will allow the workers learning in the cities and thus make them more productive after living in the cities..

### 5.1.4 General Remarks

An initial discussion was held by all the participants to discuss why this roundtable had only attracted speakers from China, Indonesia and Saudi Arabia. It was concluded that this research concerns the most topical / pressing issues in each country. With the G200 Youth Forum being a platform for bringing these issues to the fore, advantage was taken.

Another discussion was held on why Economics and Finance are such hot topics for students entering into higher education and what is then the impact on society. For most developing economies, studying finance, economics and accounting will guarantee employment which is the first priority for building not only strong careers (with great career prospects) but also for the long term sustenance of communities.

### 5.1.5 Statistics

1. Four universities (Tianjin University of Economics and Finance; Nankai University; Al Yamamah; Centre for Strategic International Studies)
2. 3 Countries (China; Indonesia; Saudi Arabia)
3. 2 Professors; 5 students; 2 management representatives; 1 researcher
3. 12 presentations delivered

## 5.2 ROUND TABLE II: LAW AND HUMAN RIGHTS

Secretary General and Chair: Kiran Afsar, Student, University of Hertfordshire, UK

Speakers:

No	Full name	Title	University	Name of presentation
1	Louise Steele	Student	Michigan State University	Who Are they? Forensic Antropology, Context, and Identification along the US-Mexico Border
2	Vicente Dinis Valentim	Student	University Institute of Lisbon	Compulsory voting: A path towards more and more equal participation

### 5.2.1 Conclusions

Louise Steele, Student, Michigan State University

Who are they? Forensic Anthropology, Context, and Identification along the US-Mexico Border

The issue of illegal immigration across the US-Mexican border continues to grow. Due to stricter federal law there is increased militarization of towns near the border, hence individuals have no choice but to cross the border across the desert instead. Due to the harsh climate there is an increasing number of deaths. The issue

arises as the identity of the deceased cannot be found and so it becomes very difficult to inform the family and provide closure.

A large number of the individuals remain unidentified, as the methods undertaken by forensic anthropologist for the identification of unknown human remains are not to the sufficient standard. And so it is very difficult to identify Hispanic ancestry. Biological profiles are used to identify the deceased; this requires large and appropriate reference data for statistical analysis. With forensic anthropological analysis and associative cultural material presumptive identification can be attempted. Only by combining statistical forensic analysis and cultural material found in association with the body have the number of identifications increased, turning those numbers into names. The governments of the countries included should intensely study this issue and amend laws or pass further legislation to resolve the issue of identification and increasing deaths of illegal immigrants across the US-Mexican border.

Vincente Dinis Valentim, Student, University Institute of Lisbon

Compulsory Voting: A path towards equal participation

There is a great need to address the issue of low voter turnout in elections, especially as the average voter turnout is declining. This issue needs to be addressed because the minority, which typically consists of low income and ethnic minorities, are the most vulnerable and thus most affected by the outcome of the elections. The most popular idea requires a compulsory vote for the electorate, with aid from policy and procedure. There is the danger of a vicious circle of danger arising, where only those voting reap all benefits; as Burnham said “if you don’t vote you don’t count.” It is important to note that certain democracies do not require compulsory voting such as the majority of Scandinavian countries. Democracy and the link between the electorate and politician must stay alive.

It is important to distinguish that not all democracies require compulsory voting, for example in some Scandinavian countries, where voter turnout is the highest. Compulsory voting should be the main, if not the only, option for countries that have a low voter turnout, or are in danger of one. Compulsory voting can be distinguished as a strong homogenous policy. This policy should work in symbiosis with other policies such as incentivized voting and increasing political participation. To conclude it would be naïve to suggest that only compulsory voting itself can improve voter turnout, and so should also use country and area specific policies as well taking into consideration the diversity of the country.

### 5.2.2 Statistics

1. Universities: Michigan State University, University Institute of Lisbon
2. Countries: USA, Portugal
3. Participants: 2 students

## 5.3 ROUND TABLE III: WORLD POLITICS AND INTERNATIONAL RELATIONS

Secretary General: Mr. Jagmeet Singh Bawa, Professor, Punjab Technical University, India

Chair: Ms. Xinli Guo, Student, Peking University, China

Speakers:

№	Full name	Title	University	Name of presentation
1	Mr. Nfamara Sanneh	Student	Gambia Technical and Training	Sports for development and peace

			Institute (GTII)	
2	Ms. Xinli Guo	Student	Peking University	The “Eager Anticipation” and “Rational Thinking” of the Sino-Russia Cooperation after the Ukraine Crisis
3	Mr. Jagmeet Singh Bawa	Professor	Punjab Technical University	Review of the Conflict theories – An analysis of Causes, Effect and way ahead

### 5.3.1 Description

Mr. Nfamara Sanneh’s presentation discussed the role of sports in the development of peace. In his paper he puts the emphasis on sports for bringing about peace in the world. He explained the importance of sports for maintaining good health, developing good relations amongst different societies and using sports for removing social stigmas that may exist between them. According to him sports are one of the most cross cutting of all development and peace tools. He looked at sports as a communication platform. During the discussion most of the panelists suggested that International Sports Bodies should work with the objective of promoting peace and harmony rather than solely working to earn money.

In the presentation The “Eager Anticipation” and “Rational Thinking” of the Sino-Russia Cooperation after the Ukraine Crisis, the speaker Xinli Guo firstly gave a brief introduction of the history of Russia–China relations since the end of the Cold War and pointed out the fact that the Russia–China relations are on the rise and undergoing the best period in their centuries-long history. However, she also analyzed the uncertainties and vulnerabilities in the relationship between the two countries due to numerous historical and political variables and reached the conclusion that even though Ukraine Crisis has brought Russia and China closer, the room for growth of Sino-Russian relationship is not as large as it is widely perceived to be.

In his presentation Dr. Jagmeet Bawa discussed the causes and effects of conflict from a different angle. He studied the Individual as a main source of the conflict and explained that how the conflict of an individual is reflected in the family, and how family conflict impacts society and all levels of conflict. He explains the effects of conflict on all the four levels of human living and how these affect each other. He explained the assumptions and beliefs which lead to conflict when not recognised. He has used the idea of ‘Natural Acceptance’ as a way to verify beliefs and assumptions.

### 5.3.2 Statistics

1. Number of universities (4 – Gambia Technical and Training Institute (GTII), Peking University, Punjab Technical University, Peking University).
2. Number of countries (3 – Gambia, China, India)
3. Number of professors, lecturers, students, university management representatives (3 – Students, 1 - Professor)
4. The number of presentations delivered by professors, lecturers, students, university management representative (2 presentations were delivered by students, 1 presentation by professor)

## 5.4 ROUND TABLE IV: SOCIAL AFFAIRS AND MEDICINE

Secretary General: Mr. Thabang Morena Letlabika, South Africa

Chair: Ms. Catherine Russell, Student, University of Hertfordshire, UK

Speakers:

No	Full name	Title	University	Name of presentation
1	Ms. Nouf Al Yousef	Student	Al Yamanah University	Gender Equality in Saudi Arabia: New Steps, New Hopes
2	Ms. Danya Bahanshal	Student	Al Yamanah University	A Global problem with poor prognosis

### 5.4.1 Description

Gender Equality in Saudi Arabia: New Steps, New Hopes. The main points expressed in the presentation were aimed at the progression of women in Saudi Arabia and the wrong message sent out by the media.

The house defined and valued the role of woman empowerment not only in Saudi Arabia but also in a global context. Gender equality means equal opportunities for both men and women regardless of disability. The presentation had a number of issues, such as religion and its influence on gender equality. Gender equality is often dependent on religious and cultural influences. These issues cross borders in terms of empowerment in all sectors such as women in business, parliament, research, banking and well-being.

### 5.4.2 Conclusion/Moving forward

1. Awareness campaigns in a global/local context to start a dialogue on the issues that woman face;
2. Solidify women moving forward;
3. Government and Corporate sectors to play an important role in shaping women's lives;
4. Education as a key fundamental step to empower women and educate the public about the true progression made in Saudi Arabia.

### 5.4.3 Description

A global problem with poor prognosis. The presentation dealt with a number of issues and included recommendations on what changes she felt were necessary. The issue focused the overuse of antibiotics in developing economies. The issues translated to other socioeconomic issues that highlighted the challenges that developed economies experience such as drug abuse and the easily access to drugs from pharmacies and doctors. The cost of prescribing antibiotics is lower than investigating the patient via physical test, thus they are overprescribed, and this problem should be explored further. The presentation highlighted the abuse of antibiotics in developed or developing economies. The paper also looked at regulation ideas to control such drugs, and felt that little is done to monitor prescriptions.

### 5.4.4 Conclusion/Moving Forward

1. Delayed prescription- The floor recommended that before a drug is available for someone checks-ups need to be done. This raised the issue of moral conduct in health systems/institutions;
2. Strengthen regulatory pathway and monitoring of drug prescriptions;
3. Education on drug/antibiotic abuse.

### 5.4.5 Statistics

1. Number of universities (2 – Al Yamanah University, University of Hertfordshire).
2. Number of countries (2 – Saudi Arabia, United Kingdom)

3. Number of professors, lecturers, students, university management representatives (3 – Students)
4. The number of presentations delivered by professors, lecturers, students, university management representative (2 presentations were delivered by 2 students)

### 5.5 ROUND TABLE V: ECOLOGY, ENVIRONMENT, AND ENERGY

Chair and Secretary General: Mr. Hiroki Okachi, Student, Hokkaido University, Japan

Speakers:

№	Full name	Title	University	Name of presentation
1	Mr. Hiroki Okachi	Student	Hokkaido University	Field observation and wind tunnel experiment of sea spray size distribution under strong wind condition
2	Mr. Astushi Nunikawa	Student	Hokkaido University	Influence of snow initialization on the sub-seasonal hydro-Meteorological fields
3	Ms. Célia Bellec	Student	HEC Montreal	The Role of Electrification in Africa. Focus on Burkina Faso, Mali and Benin

#### 5.5.1 Conclusions

The topic 1 discussed extreme weather such as typhoons, hurricanes and cyclones. The purpose of the study was understanding the physical mechanism of extreme phenomena to achieve disaster mitigation. Previous studies made some meteorological models including the drag coefficient. But there is uncertainty of the drag coefficient, because it is still the case that observation under strong wind condition is difficult. Marine observation and wind tunnel experiment was performed in this study. From the observation, sea spray was detected and from the experiment the sea spray concentration function can be estimated. The new formula of drag coefficient can be made from this study.

The topic 2 discussed the influence of snow initialization on the sub-seasonal hydro- meteorological fields by using the land variables reproduced by a land surface model and also examined the contribution of snow initialization for forecast skill. In this study, two models were used to reveal this influence. Physical laws such as the heat budget and water budget produce the models. Two types of numerical experiments and observed data were compared.

#### 5.5.2 Statistics

1. Universities: 2 Universities (Hokkaido University, HEC Montreal)
2. Countries: 2 countries (Japan, Canada)
3. Participants: 3 students

### 5.6 ROUND TABLE VI: DESIGN, TECHNOLOGY, AND INNOVATIONS

Chair and Secretary General: Mr. Colin Hamilton, University of Hertfordshire, United Kingdom

№	Full name	Title	University	Name of presentation
1	Mr. Phillip Matthew	Student	New Horizons Learning Centre	The Road to the Technology Singularity

2	Mr. Jesus Alexis Garcia Pina	Student	Universidad Autonoma Metropolitana	All Technology is Obsolete When It Is Not sustainable: the Two Sides of Globalization
---	------------------------------	---------	------------------------------------	---

### 5.6.1 Overall Summary

Technology will reach a singularity. This describes a point at which it becomes difficult to understand the reality of what something actually is. This presentation outlined how technology will also eventually reach this point. It's difficult to understand at what point in time, and in what shape and form technology will take over the coming years. In the future it will exponentially grow beyond this point, and could grow infinitely. How can we manage this growth? By working with technology, engaging with technology, and embracing technology. Humans must work alongside it. There's human intelligence vs computer intelligence. What are we missing from the computer intelligence aspect, the actual capacity of a computer? Morals. We need the young leaders of today to teach the computer the correct morals it should be upholding, so that when computing powers make worldwide decisions and overtake humans, correct and moral decisions are made. These morals will ultimately come from those who teach this.

To conclude, this is a real futuristic point in time that by our hands (the future planet), technology will eventually surpass human intelligence and their capacity to discover, create and evolve. Remove inequality and a balance will be found when needed. It's crucial that we do become 'champions' of technology and it's important that no matter what field you work in, you let technology grow alongside you.

### 5.6.2 Opinions

Real life situations were discussed amongst human intelligence vs computer intelligence such as where technology has beaten a human at Chess. We are going to be leading the next generation, therefore let's teach technology correct morals.

### 5.6.3 Consensus reached

Become champions of technology. There will be exponential growth in technology more and more. Moral decision making is going to be needed when that futuristic point has been reached. The field of work does not matter. Leaders are needed to make the correct decisions.

### 5.6.4 All Technology is Obsolete when it is not sustainable: The two sides of Globalization

This topic has been raised due to companies in Mexico selling absolutely everything. International companies are accessing all resources. Technology should be developed in a sustainable form in advance due to the globalisation that the nation makes in the change of technology to make lives easier. Technology is helping us to survive yet we must consider how the next generation will survive.

### 5.6.5 Opinions

Has it been tried in other countries? Work from current strategy something similar, this could be built upon. Look into other papers from other countries such as Canada which is focusing on sustainable businesses.

### 5.6.6 Consensus Reached

To identify any similar projects to avoid any future mistakes. Build from this when the sustainability implementation occurs. Sustain successful sustainable clusters of companies, although profits/domination seems to dominate.

### 5.6.7 Statistics

1. Number of universities (2 – Universidad Autonoma Metropolitana and University of Hertfordshire.)
2. Number of countries (3 – Australia, Mexico, United Kingdom.)
3. Number of professors, lecturers, students, university management representatives (1 – New Horizons Learning Centre.)
4. The number of presentations delivered by professors, lecturers, students, university management representative (2 presentations were delivered by 2 students.)

## 5.7 ROUND TABLE VII: EDUCATION AND YOUTH

Secretary General: Mr. Asaad Al Asaad, Al Yamamah University, Saudi Arabia

### 5.7.1 Session 1: Facing the Challenges

Chair: Ms. Nourah Aljammaz, Al Yamamah University, Saudi Arabia

Speakers:

No	Full name	Title	University	Name of presentation
1	Ms. Nourah Aljammaz	Student	Al Yamamah University	Preventing Radicalization in the Digital Era
2	Mr. Abdullah Albawardy	Student	Al Yamamah University	Education and Obesity

### 5.7.2 Session 2: Empowerment and Opportunity

Chair: Ms. Kisha McPherson, Professor, Centennial College, Canada

Speakers:

No	Full name	Title	University	Name of presentation
1	Jose Arellanes Vetchinov, Azaliya Saitgalina Kamilovna	Students	ITMO University	Shared Governance Model as a Student
2	Molka	Student	Universite de	Measuring Subjective Wellbeing Among Youth in

	Abbasi		Lausanne	Tunisia: A Comparative Study across Gender Regions
3	Elena Alcalde	Lecturer	University of Granada	Mobility After the Financial Crisis: A New Asset to Overcome Labor Market Obstacles

### 5.7.3 Conclusions

Education must play a greater role in spreading tolerance in order to counter extremism and protect youth from radicalization.

In a fast moving world full of fast food choices that cause overweight and obesity, a greater focus must be given to physical education in public schools (k-12) in order to maintain a healthy lifestyle and improved academic achievement.

Collaboration with students increases quality of governance and enhances sustainable practices in an effort to build stronger universities where students have a greater say in decision making.

Educators should take a stronger role in nurturing happiness among youth as a life goal that can be achieved, not only through momentary satisfaction, but also through achievement.

Mobility of students and recent grads across the EU and the world will increase global perspectives and remove boundaries. Therefore it is important to further support learning languages to make mobility more accessible. Speakers of English as a first language, who normally do not feel the urgent need to learn other languages, should be encouraged to learn other languages as this will increase cultural understanding.

### 5.7.4 Statistics

1. Universities: Al Yamamah University, ITMO University, Centennial College, Université do Lausanne, University of Granada
2. Countries: Saudi Arabia, Russia, Canada, Switzerland and Spain.
3. Participants: (1) professor, (1) lecturer & (5) students
4. Presentations: (1) by a lecturer and (4) by students

## 5.8 ROUND TABLE VIII: HUMANITIES: HISTORY, PHILOSOPHY, LINGUISTICS, ARTS, AND JOURNALISM

Secretary General: Ms. Rocío G. Sumillera, Assistant Professor, University of Granada, Spain

Nº	Full name	Title	University	Name of presentation
1	Alexandra White	Students	University of Hertforshire	What is the Role of Education in Plato's City State, and Why Does it Lead to Censorship? Is the Censorship in Plato's City State Justified?
2	José Manuel Maroto Blanco	Student	University of Granada	The Lack of European awareness regarding the African Continent: The Case of the Spanish Universities
3	Rocío G. Sumillera	Assistant Professor	University of Granada	Job Satisfaction in the Time of Unemployment

The three presenters of the Humanities Round Table approached three interconnected issues related to the perception of happiness in society in contemporary times (Rocío G. Sumillera), in ancient history and philosophy (Alexandra White), and the knowledge of the history of the African continent in present-day Spanish universities and the implications of such studies for the understanding of international relations (José Manuel Maroto Blanco). Rocío G. Sumillera, focusing on the Spanish context, discussed job satisfaction as a crucial factor that affects the general perception of happiness, particularly in a situation of financial crisis and within a national framework characterized by having one of the highest rates of unemployment in Europe. Alexandra White considered specifically the role of censorship in Platonic philosophy as well as the major measures to ensure happiness in the ideal society envisioned by Plato. José Manuel Maroto Blanco's presentation analyses the presence of African studies within the Spanish university system, taking the concepts of ethnocentricity and eurocentrism as the pillars of the theoretical framework used to carry out his research. After the three presentations, the presenters along with the observers who attended the round table posed questions regarding the necessity to be aware of historical and philosophical approaches to understand current political issues and successfully react to them.

## **6 INTERNATIONAL YOUNG PARLIAMENTARIANS' DEBATE JOINT STATEMENT**

---

### **6.1 WOMEN'S RIGHTS, FAMILY, CHILD SUPPORT AND WELFARE**

- Rights and politics cannot be seen apart from each other.
- Failing in a business should not be punished if the failing is not caused by a criminal act.
- Governments should never tolerate inequality between women and men; no religious, ideological or cultural grounds can overrule that.
- Parallel justice systems should not be tolerated.
- Children's rights should be upheld including the ban on child marriage.

### **6.2 SPORT AND YOUTH POLICY, CULTURE, EDUCATION AND MEDIA**

- Teaching a foreign language on a young age is beneficial.
- Youth participation includes youth involvement in politics.
- In a democracy you have both rights and duties. Politicians have the duty to inform and involve youth and youth has the duty to keep them informed about politics.
- Youth should get involved within political parties for youth participation in politics.
- Youth participation starts with youth willing and acting to participate.
- In a more and more globalized world there should be room for local or regional identities within the own region.

### **6.3 BUSINESS AND ENTREPRENEURSHIP, INNOVATIONS AND ENERGY**

- When working across borders in neighboring countries you should speak the language of that neighboring country.
- In the field of energy consumption we need to investigate how we can reduce energy consumption with making a better use of technology in energy reduction for consumer products.
- Revolving funds are an effective tool for governments to replace grants and still stimulate economy and market.
- Succession tax should be as low as possible.
- Rules and legislation for small and medium sized enterprises should be as easy as possible.

### **6.4 LOCAL DEVELOPMENT, SUSTAINABILITY, TRANSPORT AND TOURISM**

- Everyone should be able to live in a clean environment.
- A clean(er) environment starts with you.
- There should be a balance between economics and sustainability.
- The government should make it easier for consumers to act more sustainable.
- If you want to make changes, think and act local, not global.
- Governments should always take sustainability into account of their policy.
- Governments should encourage sustainable agriculture.

#### **DISCLAIMER**

THE PRESENT JOINT STATEMENT ONLY REFLECTS THE VIEWS AND RECOMMENDATIONS OF THE INTERNATIONAL YOUNG PARLIAMENTARIANS' DEBATE PARTICIPANTS THEMSELVES, NOT THOSE OF THEIR PARLIAMENTS OR EMPLOYERS.