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2 ABOUT THE G200 YOUTH FORUM 2015

The G200 Youth Forum 2015 (Garmisch-Partenkirchen, Germany, 29th April to 03rd May) is the one of largest international events organized for young leaders in 2015 and in which over 500 young leaders, students and academics, young members of parliaments, and representatives of the business world and governments from nearly 200 countries participated.

This was the 10th year of the event. Previous events have been held in:

- 2006 – Russia (Saint-Petersburg) G8 Youth Summit
- 2007 – Germany (Berlin) G8 Youth Summit
- 2008 – Japan (Tokyo) G8 Youth Summit
- 2009 – Italy (Milan) G8 Youth Summit
- 2010 – Canada (Vancouver) as the G8 & G20 Youth Summit
- 2011 – France (Paris) – G8 & G20 Youth Summit
- 2012 – USA (Washington, D.C.) – G8 & G20 Youth Summit
- 2013 – Russia (Saint-Petersburg) – G20 Youth Forum
- 2014 – Germany (Garmisch-Partenkirchen) – G20 Youth Forum

The G200 Youth Forum 2015 had four main events that ran in tandem with each other:

1. Joint Sessions of the G20 Youth Summit, Conference, and International Young Parliamentarians' Debate participants – resulting in the Joint Session Reports;
2. The G20 Youth Summit – resulting in the Communiqué;
3. Conference – resulting in the G200 Youth Forum 2015 Conference Report; and
4. International Young Parliamentarians' Debate – resulting in the Joint Statement.

The G200 Youth Forum 2015 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 REPORTS

3.1 JOINT SESSION I: SUSTAINABLE AGRICULTURE OPPORTUNITIES

Chair: Dr. Elissa Pearson, Lecturer, University of South Australia

Group Leader: Mr. Joris Poschet, Member, Flemish Parliament; Mr. Julius Byalugaba, Student, the Nkumba University; and Mr. Bhagwant Singh Brar, Assistant Professor, the Universal Group of Institutions, Ballopur, Lalru

Analyst: Mr. Thomas Jefferson Tenmotey, Relationship Manager, Zenith Bank GH. Ltd; Ms. Yang Wu, Student, Deakin University

The participants and themes/sub-topics for discussion within each group are summarised in the table below, followed by a summary of key points of discussion and recommendations within each theme.

Themes	Sub-Topics	Participants
1. What should sustainable agriculture look like in the future and how can this be achieved?	<ul style="list-style-type: none"> What is sustainable agriculture? How do we define and measure this moving forward? Sustainable agriculture as a way to preserve and strengthen local communities The role of innovation in sustainable agriculture (i.e. science, technology, urban agriculture) 	<p><u>Table 7</u> Gabriel Quintero Bustos, Michael Slade, Merritt Ogle, Grant Clarke, Sofie Joosen, and Alejandro Bonilla.</p> <p><u>Table 6</u> Lincheng Wang, Angie Palacios, Andrew West, Oliver Taku Ngamjo, Jack, Junqing Li, Gurlal Singh Sidhu, Sayuri Ishikawa, Jiacheng Li, and Tabriz Jafarov.</p>
2. Feeding the Future	<ul style="list-style-type: none"> Addressing global food challenges- food security, food waste and food distribution Limiting the climate change impacts of food production GMO – friend or foe? 	<p><u>Table 5</u> Danielle Brown, Yassine Abidallah, Chao Zhang, Yuya Aikawa, Francisco Ismael Román Moreno, Tom Raimondo, and Ling Xu.</p> <p><u>Table 4</u> Skader Mabrouk, Guillermo Vergara Pérez, Heidi Pfeiffer, Yuwei Tang, Junqing Li, Guanyi Wang, and Bárbara Estanislau.</p> <p><u>Table 3</u> Ohood Alarifi, Liang Qi Summer, Helen Honczarenko, Christine Mellino, and Kristin Dilani Nadarajah</p>
3. Engaging with Sustainable Agriculture	<ul style="list-style-type: none"> What is the role of farmers in driving a sustainable agriculture future? What is the role of consumers in driving a sustainable agriculture future? What is the role of government and international organisations in driving a sustainable agriculture future? 	<p><u>Table 2</u> Gavin Melles, Antonio Rivas García, Ken Lin, Julius Byalugaba, Alejandro Leon Ramirez, Asaad, and Xuefeng Jiang</p> <p><u>Table 1</u> Florian Lückner, Sergei Shishmakov, Yi-Lin Tsai, and Gavyn Fellis</p>

3.1.1 Theme 1 - What Should Sustainable Agriculture Look Like in the Future and How Can This Be Achieved?

Sustainable agriculture is a complex and multifaceted concept. It needs to be dynamic, innovative, and responsive to contextual and environmental changes. Participants discussing this sub-topic were invited to identify key issues and explore what sustainable agriculture might look like in the future, including principles and practices.

1. Sustainable agriculture is viewed as encompassing all activity involved in the growing of food, processing of food, distributing of food, and disposal of waste; and as requiring ethical, environmental, and socially responsible practices in order to secure food production for the world – both now and in the future.
 - a. Moving forward, measurements should encompass both physical aspects (i.e. land, water, use of resources) using the latest technologies and research available, as well as human resources (building human capacity and industry/association), with considerations of both human and animal welfare.
2. To facilitate progress, it is necessary to create a globally agreed upon definition and vision of sustainable agriculture with the support of an international organisation (i.e. the United Nations).
3. Fostering relations internationally between farmers, consumers, and corporations is required to achieve a more borderless food production and distribution system.
 - a. Within this system, increased international crop and seed sharing should be encouraged.
 - b. A greater focus should be placed upon agricultural capacity building in Africa (i.e. provision of equipment, training, developing institutions, and innovations) as part of aid efforts.
 - c. Innovation for sustainable agriculture technologies and practices must be supported, as well as making these more affordable and accessible for developing as well as developed countries (e.g. drones).
4. Government (through subsidies and tax breaks) to grow seasonal vegetables and food that is suited to local environments should incentivise farmers.
5. Government, farmers, and businesses need to develop marketing strategies to make vegetables (and ‘ugly produce’ which might otherwise be discarded) more attractive.
6. Governments should encourage greater utilisation of space through providing incentives for urban communities to grow their own food (including utilisation of hydroponic technology allowing for vertical farming and greater efficiency within small spaces).
7. Food education and the transparency of accurate product information is key in order for consumers to make better decisions and to more effectively exercise their consumer power in shaping the ethics and practice of business and industry (see Theme 3).

3.1.2 Theme 2 - Feeding the Future

To feed a growing global population with limited available agricultural land, less resources, and while adapting to, and mitigating further, climate change is a significant challenge for the future. To do so will require changes to the foods we produce, how we produce them, and how we distribute and utilise them. Participants discussing this sub-topic were invited to explore these issues and to provide recommendations for how sustainable agriculture can contribute to “feeding the future”, including reducing the proportion of the global population without access to adequate food.

1. Greater education of consumers and companies is required in order to address global food challenges (discussed further under Theme 3).
 - a. The role of culture must also be better recognised and considered in shaping norms regarding the types and quantities of foods purchased and/or consumed by individuals (for example expectations regarding food abundance for social functions).
2. Current civil society efforts to reduce food waste or to collect waste and redistribute this to those without adequate food should be expanded through partnerships with business and/or government.
3. Greater transparency regarding food waste (i.e. through ranking systems that are marketed and promoted to consumers) could drive competition among industry for further reductions.

- a. Regulations and consumer purchasing power should also seek to reduce excess product packaging and encourage more sustainable packaging materials.
4. Food prices should be adjusted to reflect better not only the economic cost of production but also the long-term ecological cost, as a mechanism for greater consumer understanding, as well as a driver toward more sustainable food growth and consumption.
 - a. As an example, this might include making local food more attractive by introducing tariffs for food transport.
5. Greater corporate regulation is required regarding food distribution
6. For food security and public health imperatives, the use of antibiotics in animal production and (synthetic) fertilisers in crop production needs to be reduced.
7. More research and regulation regarding GMO is required (i.e. long-term health, production, and environmental impacts, and ensuring fair access to seeds for farmers, respectively).
 - a. The precautionary principle should be applied in relation to the food safety of GMO products.
 - b. Where GMO is utilised, this should focus on making food healthier and more nutritious, rather than intensifying production.

3.1.3 Theme 3 - Engaging with Sustainable Agriculture

Sustainable agriculture requires, and can be driven by, multiple stakeholders. Reflecting this, it has been said, “in addition to strategies for preserving natural resources and changing production practices, sustainable agriculture requires a commitment to changing public policies, economic institutions, and social values”. Participants discussing this sub-topic were invited to think about how we can increase public knowledge of, engagement with, and commitment to, sustainable agriculture from the multiple perspectives and contributions of the farmers, the consumers, and government.

1. The participants strongly believe that farmers, consumers, and governments are interdependent in their role to drive sustainable agriculture, and that progress will be facilitated by a collaborative and participatory approach between these stakeholders.
2. Governments and consumers need to support small to medium enterprises, including through microfinance, CSA’s, and assistance with the acquisition of land for smallholders.
 - a. ‘Blue Skies’ in Ghana represents a great example of how farmers can be helped to focus on niche markets and how entrepreneurship and social enterprise can lead to supporting local farming communities.
3. Government and farmers need to work together to develop and implement strategies to address the labour market shortages for farmers.
4. Better training and capacity building for farmers and sustainable agriculture is needed, as well as research and development in new practices and making existing technologies more affordable globally (as discussed in Theme 1).
 - a. The positive impacts of advances in science and technology cannot realise their full potential unless they can become more widely available.
5. Farming enterprises should also consider diversification as a strategy for enhancing their income generation, for example through ecotourism to small farms. This can serve the additional function of reconnecting increasingly urbanised populations with food production processes and contribute to greater consumer will to support socially and ethically responsible practices.
6. Consumers should be encouraged to change their values and purchasing behaviour across two dimensions: (1) selecting products that are more sustainable to grow (i.e. require fewer resources, are better suited to natural climates) and (2) supporting local products to reduce food miles where possible.
 - a. To facilitate this, there needs to be greater consumer education through formal education programs, advertising, and social media platforms.

- b. There also needs to be greater transparency in food labelling (supported by legislation) to allow concerned consumers to make decisions consistent with their personal value frameworks (i.e. labelling of food origin, mode of production, and environmental impacts such as land clearing/deforestation).
7. Greater emphasis needs to be placed on educating and encouraging reduced meat-consumption specifically.
 - a. This is particularly true in countries where meat-consumption significantly exceeds levels recommended by the World Health Organisation, due to the negative implications of this for human health, environmental health, and animal welfare.
8. Government legislation/bans and leadership are recognised as having great potential to drive consumer change, as displayed by recent examples in China.
9. Due to moral, religious, and cultural influences on human relationships with food, it is also recognised that there is a key role for religious leaders in promoting and modelling respect for food and the environment. This has the potential to shift dietary patterns and encourage a more efficient use of food and the minimisation of food waste among their communities.

3.2 JOINT SESSION II: WHAT LESSONS SHOULD G20 COUNTRIES LEARN FROM DEVELOPING COUNTRIES?

Chair: Ms. Natalia Nikiforova, Senior-Lecturer, St-Petersburg Polytechnic University

Group Leaders: Mr. Julien Rosendahl, Student, Griffith University; Ms. Iris Nxumalo, Intern Lecturer, University of Pretoria (Department of Political Sciences)

Analysts: Ms. Elena Shumeyko, Manager of the International Office, ITMO University; Mr. Yushan Xie, Secretary General of Student Union, East China Normal University

3.2.1 Climate Change

Climate Change presents itself as a long-term objective. All long-term actions on climate change require education. Most countries do not have this luxury, often considering economic terms rather than long-term issues.

3.2.2 Culture and Globalisation

1. Use of ICT to preserve languages. Traditional languages that are only spoken by minorities must be recorded so that those languages are not lost;
2. Government policies: South Africa as a case study;
3. Preservation of culture and language per district. Students are taught in a particular language, English is taught secondarily;
4. Customary laws and agency of traditional groups and leaders. Such languages are given a place in the government, and as an additional level of government advisory, are given the same legal standing as other levels of government;
5. Compulsory teaching of languages at school. In China, students still study individual dialects, despite the predominance of Mandarin; Gaelic has been preserved in Ireland; and
6. Government support not through enforcement, but through empowerment of traditional groups.

3.2.3 Economics

1. Microfinancing and reduction of poverty:
 - a. Poverty: Case studies with India, South Africa
 - b. Poverty Alleviation: Can developed world learn from this superficially? Recommendations:
 - i. **Food Rationing:** Identification of those living below poverty line, allocation of subsidized services based on these findings

ii. **Training Colleges:** case study, South Africa

1. If an area has economic activity, training is developed in that field.

2. Microfinancing:

- a. Crowdfunding schemes
- b. Interest-free loans (India)

3.2.4 Education

1. Innovative Approaches:

- a. **Australian HECS-HELP:** Program financing studies of students, who then have a debt to pay back once they finish university and once they earn a certain amount. This provides opportunities to these of lower socio-economic backgrounds.
- b. **China – Australia:** Encourages youth to study abroad and available for Professors, Academics, and Students.

2. Matching Education and Labour Markets:

- a. Once a student finishes their degree, the government will pay them a certain amount based upon the difficulties of finding a job. This promotes entrepreneurship by funding certain students to start businesses.
- b. Scholarships to study internationally create global networks.

3.2.5 Energy

1. Education: It is better to teach a nation than to start from zero. It is cheaper and more effective to install small-scale, renewable projects than to teach new consumption practices and easier to teach about consuming from alternative sources, than to decrease consumption.
 - a. Africa, Asia, Latin America best places to use this approach.
2. Connectivity: Sharing energy sources across borders, increasing energy security. Energy should be a priority agenda for developed and developing countries. Technology for energy storage and increased sustainability of existing energy sources.
3. More development of safer technologies, rather than ‘blindly’ using whatever resources are available.

3.2.6 Governance

1. Decision-Making: Minimizing the gap, e.g. South African protection of minorities under Constitutional rights.
2. Accountability: South Africa’s increasing protection of public interests through and accountability for government.
 - a. ‘Protector of Public Interest’ role
 - b. ‘Select Committee of Public Accounts’: Auditors look into executive decisions

3.2.7 Healthcare and Social Issues

Case study – HIV/AIDS in South Africa

1. Flexibility – legislation: Treatment before reimbursements or costs, prohibition of patents on AIDS medicine, and local networks to promote medicine exchange.
2. Inclusion vs. exclusion: Social mentality change (barriers, AIDS stigma)
3. Technology transfer - Knowledge transfer (Swaziland)
 - a. Swaziland is a small country within South Africa, where 90% of population affected by HIV/AIDS. South Africa opened its borders to this country, allowing citizens from Swaziland to come to South Africa for subsidized treatment, costing USD \$10.
 - b. The success of this marked a transition from an ‘exclusive’ vision to an ‘inclusive’ vision
 - c. Life expectancy went from 54 years to 60, as a direct result of these measures.

3.3 JOINT SESSION III: PERCEIVING HAPPINESS

Chair: Mr. Romain Rampa, Researcher, MOSAIC - HEC Montreal

Group Leaders: Mr. Valeriy Petrov, Chairman of the Student Union of Institute of Foreign Philology and Regional Studies, North-Eastern Federal University; Dr. Zhang Yanling, Deputy Director, Tianjin University of Finance and Economics

Analysts: Ms. Amelia Bell, Senior School Tutor, University of Queensland; Ms. Iuliana Andrianova, Senior lecturer and International Affairs Coordinator, St-Petersburg Polytechnic University

Category	Aspects of Happiness	
Psychological	<ul style="list-style-type: none"> • Self-Realization and Self-Determination • Achievement of Goals and Success Perception • Life Satisfaction • Hierarchy of Needs • Feeling of Safety/Security • Emotional Intelligence and Life Balance • People to Relate to and Communicate with 	<ul style="list-style-type: none"> • Personal Attitudes (Negative or Positive) • Perceptions of Happiness (Varies between Cultures) • Feelings of Acceptance (Personal Identity, Cultural, Sexual, etc.) • Self-Belief • Resilience and Coping (Particularly in Times of Crisis)
Environment and Health	<ul style="list-style-type: none"> • Personal Health (Mental and Physical) • Environmental Health, Cleanliness, and Lack of Poverty • Access to Resources – Availability of Medical Care (Day-to-Day; Chronic Illness; Emergencies; etc.) • Laughter (Being around Funny, Happy People) 	<ul style="list-style-type: none"> • Social Media Usage – Damaging? • Shelter and Food • Wellness and Education (Leading to ‘Health Literacy’) • Food Security • Lack of Addiction
Political	<ul style="list-style-type: none"> • Vested Legal Rights (i.e. Freedom of Speech, Human Rights, etc.) • Government Accountability and Transparency • Democracy? Different Levels 	<ul style="list-style-type: none"> • Freedom FROM Poverty, Fear, and Persecution • Freedom TO Resources Needed for Flourishing Happiness • Government Stability
Social	<ul style="list-style-type: none"> • Ability to Help and Give Your Time to Others • Sense of Belonging (Community) • Social Mobility • Individual vs. Collective? 	<ul style="list-style-type: none"> • Healthy Relationships • Lack of Discrimination • Equality of Gender, Sexuality, Disability, etc. • Importance of Family
Economic	<ul style="list-style-type: none"> • Financial Security – Basic Necessities and Disposable Income • Financial Support from the State and Other Parties • Ability to Support Yourself AND Family (Based on Culture) 	<ul style="list-style-type: none"> • Income (Until the Threshold at Which Income Does Not Make You Happy) • Stability of Income
Other	<ul style="list-style-type: none"> • Dopamine in the Human Body (Drugs/Alcohol?) • Determine Definition before Cause (Evolving Concept) • Work-Life Balance • Social Responsibility 	<ul style="list-style-type: none"> • Ability to “Be in the Present” • Value of Experience over Material Possessions • Collaborative Consumption (Shared Social Experiences and Goals) • Knowledge (Valuing Maturity and Wisdom)

3.3.1 Formulas

After analysing different aspects of Happiness, collecting the data from all the participants, and discussing what happiness is, we would like to present five various formulas developed during the Joint Session and ways of measuring happiness:

Formula 1: Magic Happiness Formula = Acceptance (personal & social) + identity (personal & cultural) + medicine + wellness + education + freedom + leisure time + aspiration + safety + positive attitude

Formula 2: “The magic formula for a happy society is having equal access to basic resources, security, and equality. Made up of individuals who are valued by productive members of society in an outward sense of social responsibility and fulfilling personal relationships”

Formula 3: Basic Necessities

- Economics
- Identity
- Social Responsibility
- Freedom

Formula 4: Fundamentals

- Freedom
- Identity
- Finances
- Social Responsibility

Formula 5: Heart (Happiness)

- Head (Accept)
- Left Arm (Sharing)
- Right Arm (Support)
- Feet (Perception)

DISCLAIMER:

THE PRESENT JOINT SESSIONS REPORTS ONLY REFLECT THE VIEWS AND RECOMMENDATIONS OF THE JOINT SESSION PARTICIPANTS THEMSELVES, NOT THOSE OF THEIR UNIVERSITIES OR EMPLOYERS.

THE VIEWS AND RECOMMENDATIONS ON THE THREE TOPICS ARE THOSE OF THE THREE SESSIONS WORKING ON EACH OF THESE TOPICS. THEY DO NOT NECESSARILY REFLECT THE POSITION OF ALL THE JOINT SESSION PARTICIPANTS.

4 G20 YOUTH SUMMIT COMMUNIQUÉ

Head of Secretaries: Dr. Thomas Sinclair, Associate Professor, University of Cyprus

4.1 COMMITTEE I: HEALTHCARE THROUGH ECOLOGICAL EDUCATION

Chair: Ms. Merritt Ogle, Student, Ohio State University

Secretary General: Mr. Gavyn Tellis, Infrastructure Consultant, PricewaterhouseCoopers Australia

The long-term health and wellbeing of humankind is inextricably linked to that of our natural environment. However, mismanagement of the environment inevitably leads to a rise of unforeseeable physical and mental health problems and undermines the viability of healthcare systems.

Throughout the world, we see apathy towards the health of our natural environment in the pursuit of economic progress. This is apathy of convenience – a cultural legacy of carelessness and ignorance of the damage we can do to our planet that is no longer sustainable today. These challenges are further exacerbated by persistently high levels of poverty and unequal access to education.

Indeed, societies of today lack the necessary ecological literacy to understand sustainable ways to interact with the environment whilst pursuing quality of life. Therefore, ecological education needs to be a core focus for policy makers and take a bottom up approach to educating the youth as well as the wider community. A multidisciplinary education system needs to focus on fostering a culture that understands and implements the following core concerns:

1. We cannot be healthy if our environment is unhealthy;
2. We have a responsibility to future generations; and
3. We are caretakers of our planet.

4.1.1 Raising Awareness

A large-scale ecological literacy marketing campaign will help to reach and influence all countries of the world in terms of these transnational issues.

1. Implement a tailored marketing campaign based on local contexts to engage citizens and engender shared responsibility for preserving the environment.
 - a. The campaign should engage consumers and attempt to change their purchasing behaviours and increase their environmental awareness.
 - b. Marketing strategies should be tailored to each country and region of the world to best fit the social, political, and economic climates that exist.
 - c. The campaign would be placed in a local or statewide context focused on making the ecological impact on health a more salient issue to communities with a global perspective on the negative contributions put forth by all people.
2. The campaign should harness new and innovative ways to increase transparency and communicate with global citizens.
 - a. Through a professionally designed website, professionally produced videos and documentaries, and a strong social media presence, the campaign would become easily accessible by all.
 - b. Use of social media and Internet based technologies would encourage participation of young people as well as the entirety of a community.

3. The campaign could incentivize eco-conscious behaviours through countrywide reward systems that recompense individuals. These programs would be utilized to encourage consumers to exhibit behaviours that promote sustainable practices.

4.1.2 Policy

The marketing campaigns are designed to foster local and global support for the following proposed policy initiatives aimed at both global climate mitigation and supporting vulnerable countries in climate adaptation:

1. Financial incentives for consumers and corporations to make more sustainable choices, such as tax breaks and rebates
 - a. This may include biomass installations, solar installations, and renewable technology
2. Legislation to put a price on emissions (e.g. carbon trading)
3. Structure legislation around international goals on sustainable development and climate change
 - a. Draft in accordance with the principle of Common but Differentiated Responsibility
 - b. Encourage a focus on the interrelated effects of healthcare and ecological issues
 - c. Direct research and discussion toward assessing levels of ecological literacy
4. Take a holistic and international approach to decision-making incorporating views and advice from all sectors, including committees, representatives from civil society, industry, and research bodies, including:
 - a. Creation of a national expert panel to evaluate nations' ecological situations and to recommend legislative and policy updates that reflect the most recent ecological targets
 - b. Ensuring cooperation between various governmental departments that assess the interrelated effects of environmental policies (particularly in relation to health and education)
 - c. Bilateral exchange of experts on the management of particular environmental issues that are relevant to a country, e.g. water management
5. Conduct environmental impact analyses of the effects of this policy, which also considers environmental justice, including:
 - a. Equity issues and effects of measures on disadvantaged communities, to reduce regional and social health inequalities
 - b. Intergenerational equity to ensure developments are sustainable
6. Introduce legislation that gives protective rights to the earth, nature, and future generations
7. Build resilient communities by devoting international resources to planning projects in regions that are affected by natural disasters resulting from the changing climate
8. Encourage sustainable research and corporate development by:
 - a. Advocating for corporate social responsibility (e.g. include quotas for budget allocation to environmental initiatives)
 - b. Supplying international research grants to mobilise firms to investigate technologies such as green technologies and smart demand management.

4.1.3 Education Curriculum

Create an ecologically literate society through action oriented ecological education.

1. Governments should develop a national framework for ecological education in schools based on global evidence, national specificity and local needs (see case studies in Curitiba, Brazil, and Denmark).
 - a. Include local, national, and global content
 - b. Develop practical programs in nature so students can develop personal affinity with ecosystems (e.g. community gardens in schools, compost systems, field trips)
 - c. Provide resources to support implementation
 - d. Create and adhere to international standards for measurement, training, and quality

2. Encourage universities to incorporate ecological education into course curriculum.
 - a. Universities should be supported to provide resources to train professors/lecturers and prospective teachers about ecological education so they can incorporate relevant aspects into their respective courses
 - b. Develop a national certification system to recognise universities supporting ecological literacy
 - i. See 'LEED' as an example
 - ii. Certification must be based on meeting high standards
3. Allocate funding and support to local governments/relevant authorities to support community education initiatives (such as public lectures/forums or distributing funds to support grass roots campaigns) and raise awareness.
4. Promote the study of science-based education amongst women and girls, as studies show a correlation between science education and ecological literacy.
 - a. For example, provide scholarship incentives for girls to study in this field.

4.2 COMMITTEE II: LABOUR MARKET OBSTACLES

Chair: Mr. Abraham Alejandro Gomez Lopez, Research and Teaching Assistant, National Autonomous University of Mexico

Secretary General: Mr. Menzi Ngcobo, Secretary of the SRC, Durban University of Technology

With an increasingly globalized world, there is significant migration flow of 200 million people around the world. This causes a range of issues, spanning across migration of skilled and unskilled labour, brain drain, and youth unemployment. We have made recommendations based around these thematic ideas.

4.2.1 Brain Drain

Brain Drain refers to the situation in which mid- to high-skilled workers leave their country (either prior to or post education) to learn and work elsewhere. This leaves a skills shortage in their home country. Brain Drain largely occurs in developing countries, with developed countries being the primary destination.

Our recommendations concerning this area are:

1. More research into the benefits of minimum wages and legally enforced employment conditions in individual countries. This will address a key cause of brain drain, namely that in pursuit of higher salaries and better employment conditions, workers migrate away from areas in which their skills are required;
2. More transparent and engaging democratic processes enabling citizens to have a greater role in their country's political system and governance, thus addressing the issue of skilled workers leaving areas of political uncertainty, which contributes to brain drain;
3. Encouragement of citizens to join trade unions that are properly governed and look after workers' rights, thereby allowing for corporation accountability and increased job security;
4. Governments must support re-skilling when necessary to shift workers from over-saturated areas into areas with a skill shortage; and
5. Stronger links encouraged between developing and developed nations to assist in the creation and expansion of industries and career opportunities. We further suggest the idea of temporary migration to promote this relationship and the investment of knowledge and human capital. Creating benefits for both countries involved by providing jobs and increasing trade relations.

4.2.2 Skilled and Unskilled Migration

Many countries today face issues in attracting and managing skilled and unskilled migration. The skilled workforce faces bureaucratic difficulties in applying for job positions abroad regarding compulsory visas and exposure to discrimination in job application processes, as they are less competitive in comparison with local applicants. Migrants arrive in countries with different cultures and legislation systems. Therefore, they quite often face difficulties in the integration process, resulting in misunderstandings.

We recommend the following initiatives to reduce the negative impact of these issues:

1. Research into migrant distribution globally and publication of findings. Distribution indicators should include country size, population, economic growth, and job opportunities, thereby ensuring effective processing and an ability of countries to integrate the migrant population and information to highlight skill shortages to potential skilled migrants. We suggest that based on these indicators countries should have minimum quotas of accepting legal migrants to combat migration burden and promote effective flow of human capital;
2. Promoting incentives for skilled workforce migration, by creating differences in skilled and unskilled labour application processes for legal migration;
3. A transparent visa application process and available information for visa requirements to reduce issues in regulation processes of legal migration;
4. Ensuring a focus on skilled migrant workers having equal opportunities in job application processes;
5. Advocating the creation of a system recognizing existing qualifications of skilled migrants, consequently reducing 'unskilled' migration; and
6. Establishment of NGOs or private institutions dedicated to helping efficient integration of migrants through education of legal systems, languages, and social norms to reduce tensions and migration issues.

4.2.3 Youth Unemployment

Youth unemployment has been historically higher than the general population. Young people in the range of 15-24 years old, who are capable but unable to find a job, often find themselves less experienced and competitive than their older counterparts. Recently, this has been exacerbated by the Global Financial Crisis and the shifting quality of work, as well as skill and education mismatch.

Tighter economic conditions have led employers to restructure the workforce to reflect the increasing uncertainty of the business world, which has resulted in higher levels of precarious work. Furthermore, social stigma, perception, and information asymmetry have created an imbalance in demand and offer for certain fields of expertise.

To tackle these challenges, we make three key recommendations:

1. Broader cooperation between private and public sectors to identify the market needs and communicate them to education providers;
2. Better career guidance and work-integrated learning programs targeting those areas of expertise to minimize the gap on the labour market; and
3. Facilitation of entrepreneurship, through the organization of forums and legal and financial advice to complement existing economic aid, will empower young people to create their own opportunities.

4.3 COMMITTEE III: SOCIAL SECURITY

Chair: Ms. Angie Palacios, Credit Executive, Argentina Country Office, CAF – Development Bank of Latin American

Secretary General: Ms. Iris Nxumalo, Intern Lecturer, University of Pretoria

4.3.1 Definition

Social security is a social mechanism, which seeks to prevent, manage, and mitigate societal risks. These risks are mitigated by the provision of public goods and services, monetary transfers, and the provision of subsidies. The provision of social security is directed towards society at large, with a particular focus on protecting vulnerable groups within society. Social security is an essential tool towards the fulfilment of basic human rights and human prosperity. Our recommendations address three aspects affecting the provision of social security:

4.3.2 Sustainability of the System as a Whole

In order to provide adequately for a sustainable provision of a social security platform, the following recommendations can be considered:

1. Within the context of the demographic stage of the G20 countries, policies that formalize the informal labour market would decrease the fiscal pressure of the social security systems;
2. In addition, policies that encourage quality of education and capacity building will generate a more productive workforce that will contribute to the pension system; and
3. Fiscal policy strategies to increase the financial base of social security systems can include measures such as increasing taxes for certain groups, generating mechanisms of flexibility of collecting taxes in order to improve general institutional effectiveness, and investing in public infrastructure as a way to kick-start the economy.

4.3.3 Provision of Quality of Public Goods and Services

In order to have a productive workforce that can contribute to the social security system, there is a need for the provision of basic public goods and services such as education, healthcare, and labour market structure. These can be attained through:

1. The use of a combination of high technology with traditional communication platforms to provide public goods and services;
2. The promotion of public understanding of the benefits of the social security system by disseminating accurate information using innovative platforms;
3. The application of business models such as Private-Public Partnerships in the provision of public goods and services;
4. Modernizing the state apparatus by incorporating private sector management and leadership best practices to strengthen public sector; and
5. Encouraging the participation of civil society to increase organisational and human resources for sharing responsibility for the mitigation of social risks.

4.3.4 Address Inequality and Gaps

4.3.4.1 Urban-Rural Divide

There is a disparity in the provision and quality of social security services provided in urban and rural areas. Consequently, this results in the unfair distribution of public goods and services. The lack of adequate attention paid to the development of rural areas underpins the mass migration to urban areas. This results in overcrowding in urban centres and exacerbates the strain placed on social security systems.

4.3.4.2 Recommendations

1. Ensure greater accessibility to services by creating remote centres focused on informing eligible recipients of potential benefit and assistance schemes.
2. Provide different financial criteria to different areas and increase the welfare in rural areas.
3. Provide subsidies and assistance to burgeoning small businesses in rural communities. Additionally, incentivise the relocation of young professionals to rural areas. These initiatives will foster and develop growth and sustainability, coupled with the creation of new jobs.

4.3.4.3 Gaps

The design of the social security system has implications to whom the provision of public services are targeted. Despite the intention of social security to provide assistance to those most vulnerable within society, certain groups such as the unemployed, disabled, and indigenous populations are often overlooked. In many countries corruption and fraud prohibits the effective and efficient implementation of various social security initiatives.

4.3.4.4 Recommendations

1. The social security structure must provide the unemployed with the opportunity to empower themselves through developing key skills, which will allow them access to gain full employment. Additionally, invest in infrastructure as a way to create more jobs;
2. Re-enfranchise marginalised groups by creating an open dialogue and allowing their direct and continuous involvement in decision-making processes; and
3. Identify activities that will strengthen state social security measures and institutions.
 - a. Establish periodical reviews of the comprehensiveness of social security measures.
 - b. The primary objective of this review will be seeking to highlight those marginalised groups that may have ‘slipped through the cracks’ of implemented social security programs.

4.4 COMMITTEE IV: GLOBAL MARKET CHALLENGES

Chair: Mr. Florian Lücker, PhD Student, École Polytechnique Fédérale de Lausanne

Co-Secretaries General: Ms. Yang Wu, Student, Deakin University; Mr. Sailesh Singhal, Student, Saint Joseph’s College

4.4.1 Small Business & Cooperation

Businesses have generally been concerned more in generating profits than focusing on the overall development of society. Achieving maximum employment happens to be the goal of every country, where promotion of more opportunities must be considered. Though small business enterprises have a long gestation period, they encourage entrepreneurship at an individual level.

4.4.1.1 Promotion of Social Entrepreneurship

The establishment and support of local business with a view not only to profits, but also with the goal of solving social problems. Using local and regional resources to help develop communities. A commitment to expanding on the platform of investment “crowd-funding” to create democratic and wide-reaching access to information and capital.

4.4.1.2 Enhancing the Collaboration of SME’s

Fostering the growth and development of small and medium enterprise within countries through providing support for programs such as low interest loans, the facilitation of network building (centralization of services to advise, mentor, and support SME’s), and economic clusterization.

4.4.2 Global Trade Barriers

4.4.2.1 Subsidies to Agriculture

The allowance and promotion for the subsidization of local, non-exporting agricultural producers. This would reduce foreign food dependence and allow for the revival of the agriculture sectors in under-developed and developed countries to ensure global food security.

4.4.2.2 Intellectual Property Rights (free trade)

Commitment to, and the enforcement of standardization of patent laws with the eventual aim of shifting to more open models of intellectual property rights in an effort to allow more innovation in the majority of industries.

4.4.3 Education

A lack of education stands among the greatest challenges to an integrated global market. Education supports access to the job market; skilled workers and the services provided are the engine of economic development.

4.4.3.1 Recommendations:

1. Promote localized E-learning platforms to enhance the accessibility of education for people all over the world, especially developing countries;
2. Provide developing countries with access to the Internet, which could encourage more people to have the chance to learn;
3. Harmonize different standards of education across the globe to set common standard for international education;
4. Establish collaboration between universities and the private sectors to vary learning modes; and
5. Promoting intercultural understanding through cross-culture education.

4.4.4 Environmental Challenges

We recognise climate change is a global problem that results in food insecurity, damaged biodiversity, and global warming, which has a disproportionate impact on citizens. It contributes to scarcity of resources, has a negative impact on sustainable development, and thus requires a collective effort and a global response.

4.4.4.1 Recommendations:

1. Increase global awareness concerning individual impact and the need for greater and more robust policy action.
2. Increase cooperation on renewable energy, particularly concerning the knowledge transfer between developed and developing countries.
 - a. E.g., a successful case or equipment in one country can be shared with another country.
3. Governments should implement greater regulatory schemes to incentivize green economies and to reduce consumption of non-renewable resources.

4.4.5 Gender Inequality

Gender inequality is a challenge with which many countries are faced. In some societies, women are underprivileged and excluded due to factors such as early and/or arranged marriages, lack of education, and the early birth of large families, as well as cultural, societal, and familial pressures. A separate concern is lack of opportunities in the workplace, in particular – inequality of income and access to employment advancement.

4.4.5.1 Recommendations:

1. Increase the provision of education for girls and women, particularly sexual education and opportunities for mature women to learn skills to enter or re-enter the workforce.
2. Implement a global standard of transparency on the part of employers in hiring and remuneration procedures.
 - a. E.g., a right to ask an employer why you were not hired/were fired, access to records of the interview/evaluation process, and explanations why you are being paid a certain amount.

3. This will result in decreased discrimination, not just in gender, but also in other disadvantaged groups.
4. Expand maternity support networks to facilitate available and affordable childcare and allow a smoother transition back into the workforce.

4.5 COMMITTEE V: FUTURE OF SCIENCE COMMITTEE

Chair and Secretary General: Mr. Bradley Kalgovas, Student, University of New South Wales

“Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world” – Louis Pasteur

Scientific advancements will continue to benefit everyday life, enabling us to make informed decisions, collaborate more effectively, and create ethical solutions to society’s most pressing challenges.

4.5.1 Rise of Data

The growth in the number of devices used by businesses, as well as consumers, has led to an increase in the variety and volume of information being collected. If well managed, this has significant potential to improve the welfare of society and the ability to make informed decisions about our future. Subsequently, we recommend that:

1. Technological and scientific innovations should be developed to provide people with insights into their everyday activities, which can ultimately improve their quality of life
2. Data models should be developed to allow businesses and governments to make better use of their data, giving them the possibility to be more effective and efficient
3. The sharing of information should be promoted through open and online platforms to provide greater accessibility to knowledge and allow better decisions to be made by businesses, governments and consumers

4.5.2 Collaboration

Developing and developed nations should share responsibility for establishing an innovative culture, which has the potential to create a pipeline of future technological and scientific innovations; resulting in a dramatic impact on the status quo in a variety of sectors. We recommend that:

1. Creating strategic partnerships or joint ventures between the public and/or private sector(s), coupled with creative funding models, are essential for innovation;
2. Systems must be developed to assist entrepreneurs and scientists in creating and sharing new technological innovations. This includes discovering new markets, exchanging information through global forums and conferences, investment in the entrepreneurship industry through incubator programmes and better mentoring for entrepreneurs and scientists; and
3. Governments need to revise the approach that is taken to develop new start-up ventures and assist established firms in adapting their business models to foster innovation.

4.5.3 Education

To drive the future of science, we need to reconsider and subsequently refine science education practices. This should encompass better utilisation of digital technologies and online learning platforms, and a greater interdisciplinary and international focus to prepare more adequately science graduates to address the complex challenges of today and tomorrow.

4.5.4 Ethics and Legislation

There has been an increasing emphasis on social responsibility and ethical practices for multinationals and transnational corporations. We propose that:

1. Multinational corporations need to ensure that new products developed actively improve society rather than introducing products which may be harmful to consumers and the environment; and
2. Businesses should adopt a modern view of Corporate Social Responsibility that enables businesses simultaneously to achieve social, environment and profitability goals.

The process of creating and revising legislation also needs to be streamlined so that the laws can keep up with the pace of new innovations. We recommend that:

1. There needs to be further research into determining the equilibrium position that considers the trade-off between the benefits of enhanced data analysis and the need for privacy protection. This requires a standardised measurement to be available for consumers to understand how the information being collected by firms is being used
2. Patent laws and bodies need to be standardised through a global patent office which ensures that inventors can be confident that their intellectual property rights will be respected throughout the world

4.5.5 Environment and Sustainability

Environmental issues are one of the most pressing issues of our time and consequently the environment should be a key driver for scientific innovations in the future.

1. An integrated and global approach must be taken to promote the adoption of renewable energy resources as the preferred method of production for electricity
2. New business models should be developed which focus on sharing global resources more effectively, as well as building on the current scientific advancements in 'GREEN' technology and agriculture
3. The development of technologies to address environmental issues including climate change and over-consumption can be complemented through better integration of social science perspectives regarding human decision-making and behavioural processes

4.5.6 Healthcare

Preventative healthcare is becoming increasingly important in modern society. We recommend that medical innovations should be developed, which can improve the general health of the population and reduce the occurrence of preventable diseases and medical conditions.

1. Governments must be cognisant of the reduction in the future healthcare costs available from investing in scientific breakthroughs in the health sector

Furthermore, governments and businesses need to support innovations that make medicine and healthcare related products/services more affordable and accessible.

DISCLAIMER:

THE PRESENT COMMUNIQUÉ ONLY REFLECTS THE VIEWS AND RECOMMENDATIONS OF THE G20 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 G20 YOUTH SUMMIT PARTICIPANTS.

5 G200 YOUTH FORUM 2015 CONFERENCE REPORT

Head of Chairs: Dr. Liangjian Liu, Associate Professor, East China Normal University

5.1 ROUND TABLE I: ECONOMICS AND FINANCE

Secretary General: Ms. Maria Croci Downes, Trust Funds Management Department, CAF – Development Bank of Latin America

5.1.1 Session 1: New Approaches in the New Economy

Chair: Mr. Xun Du, Postgraduate, University of Essex

No	Name	Title	Organization	Presentation
1	Dingxian Cao	Student	East China Normal University	The Application of Big Data Technology to Finance
2	Jie Meng	PhD Candidate	Tianjin University of Finance and Economics	The Evaluation of Data Quality Based on Adjusted Benford's Law
3	Saad Alaskar	Student	Al Yamamah University	Challenges and Opportunities for Saudi Sovereign Wealth Fund
4	Pedro Riera	Banking Executive	CAF – Development Bank Of Latin America	Global Market Challenge: How Can a Development Bank Finance Private Sector Projects through Collective Financing
5	He Huang	PhD Student	Nankai University	Pairs Trading: Strategies based on Statistical Arbitrage: Principal, Algorithmic ,and Empirical Evidence from a Stock Market
6	Xun Du	Postgraduate	University of Essex	The Innovative Role of Information Technology in Modern Corporation Operations: A Case Study from British Airways
7	Vlad Wuff	PhD Candidate	University of Southern Denmark	Orchestrating Value Co-Creation and Global R&D

5.1.1.1 Conclusions

Policy makers should recognize the benefits of using alternative mechanism to ensure that countries' needs are fulfilled. Tools such as big data technology, crowd founding, information technology, sovereign wealth funds, and value co-creation between individuals will lead economies towards a more democratized access to resources, diminished existing gaps in societies and build innovative ways to reach equality. Keeping that in mind, the group determined that it is important that countries work towards building institutional capacities that will allow them to embrace those innovative mechanisms proactively.

5.1.1.2 Statistics

- Universities:** Tianjin University of Finance and Economics, Punjab Technical University, East China Normal University, University of Macau, Nankai University, University of Essex, CAF – Development Bank of Latin America, Al Yamamah University, Beijing Normal University, Congreso del Estado de Queretaro, and Nikosax
- Countries:** China, Australia, Spain, Saudi Arabia, Germany, Italy, and Mexico
- Participants:** One (1) professor, one (1) associate professor, one (1) postgraduate, nine (9) students, three (3) PhD students, one (1) national coordinator, one (1) management associate, and one (1) banking executive.

5.1.2 Session 2: New Challenges for Regional and National Economies

Chair: Dr. Junqing Li, Professor, Nankai University

No	Name	Title	Organization	Presentation
1	Liangyu Tang	Graduate	East China Normal University	Cost of Well-Being: Suburban New Citizen Group Well-Being Study
2	Tianjiao Chang	Student	East China Normal University	Spatial Distribution of Population Aging and Synchronization with Economic Development in China
3	Song Luo	Student	University of Macau	Macau Automotive Industry Development
4	Junqing Li	Professor	Nankai University	Economic Growth without Improvement of Institutional Quality
5	Shuang Liang	Student	Nankai University	China's Reform and Development in New Normal State of Economics

5.1.2.1 Conclusions

Based on a framework of Resource Reallocation, the paper gives analysis on the driving forces and mechanism of China's economic growth over the last 30 years, which are: factor reallocation, Fundamental Capabilities, and that ownership structure is endogenous in a country's institutional quality.

There are four major factors influencing the promotion of well-being. The first is that the distance between a high expectation and low reality leads to relative deprivation. The second is that the economic contradiction of "cut down income and more expense" impedes the promotion of the group's well-being. The third is that change in life style comes with poor adaptation. The last is that the deficiency of social support impedes the promotion of well-being.

In China, spatial correlation and economic relevance are both significantly positive, and the aged-child ratio depends more on economic levels than spatial location, which means economic development has greater influence on the regional differences of population aging than spatial location. Therefore, the government should make policies according to different economic.

5.1.2.2 Statistics

1. **Universities:** East China Normal University, Nankai University, and University of Macao
2. **Countries:** China, Saudi Arabia, Venezuela, UK, and Denmark
3. **Participants:** One (1) professor, one (1) senior lecturer, and three (3) students

5.1.3 Session 3: Corporations, Consumers, and Employees: Cornerstones in Building Win-Win Relationships

Chair: Dr. Lan Wang, Associate Professor, Tianjin University of Finance and Economics

No	Name	Title	Organization	Presentation
1	Gao Xiaoyan	Professor	Tianjin University of Finance and Economics	Building a Microfinance System with Chinese Characteristics and Mode Selection: A Comparative Analysis of Microfinance Operation Mode in China, America, and Japan
2	Liu Yan	PhD	Tianjin University of Finance and Economics	Income Gap, Bank Monopoly, and Financial Consumer Protection
3	Tushar Jindal	Student	Punjab Technical University	Corporations and Human Rights
4	Lan Wang	Associate Professor	Tianjin University of Finance and Economics	Reconsideration of Trade Policies in Global Value Chains

5	Saud Mohammed Albarrack	Student	Al Yamamah University	The Nationalization of the Private Sector: The "NITAQAT" Saudization Program
6	Abdullah Mohammed Alajlan	Student	Al Yamamah University	The Effects of Markets on Health Care

5.1.3.1 Conclusions

The third session focused on comparisons of international modes of microfinance system; relationships affecting income gaps, monopolies, and financial consumer protections; nationalization of labour markets, such as in Saudi Arabia; the effects of health care systems; and trade policies in new international production networks.

The speakers of the session observed the economic society from different perspectives, ranging from microfinance to international trade, from labour markets to health care. All of the topics are important to the development of human society and deeply inspired the group. All the studies of this session were professionals and reviewed meaningful policy implications.

5.1.3.2 Statistics

1. **Universities:** Tianjin University of Finance and Economics, Punjab Technical University, Al Yamamah, and Swinburne University
2. **Countries:** Australia, China, India, and Saudi Arabia
3. **Participants:** One (1) associate professor, one (1) senior school tutor, four (4) students, and one (1) legal aid consultant

5.2 ROUND TABLE II: LAW AND HUMAN RIGHTS

Secretary General: Dr. Jagmeet Singh Bawa, Joint Director, Punjab Technical University

5.2.1 Session 1: Protection of Vulnerable Groups

Chair: Ms. Hind Ghandour, Student, Swinburne University of Technology

No	Name	Title	Organization	Presentation
01	Anna Gunning-Stevenson	Student	University of Queensland	The Ongoing Debate on Asylum Seekers
02	Hind Ghandour	Student	Swinburne University of Technology	Citizenship and Assimilation: An Overview
03	Amelia Bell	Assistant Professor	University of Queensland	The Domestic Violence Epidemic: A Human Rights Violation and an International Disgrace
04	On New Lee	Student	Korea University	The Empowerment of the Disabled by Dying Media as a Tool: Looking at the Case of Short Film Production with Down Syndrome Youth

5.2.1.1 Conclusions

During this Round Table participants shared findings and discussed divisive issues of identity and embattled groups. This group included participants from Australia Canada and India. Ms. Anna Gunning-Stevenson, a student from the University of Queensland in Australia, presented "The Ongoing Debate on Asylum Seekers," an assessment of the global problem of asylum seekers, this presentation focused primarily on the development and impact of Australian

policy towards individuals and groups identified by this status. During the discussion, the participants discussed the conflict between domestic policies and International Laws. The group dealt with the growing trend of legal and illegal movement across borders.

Ms. Hind Ghandour, a student from Swinburne University of Technology in Australia, gave her presentation on "Citizenship and Assimilation: An Overview." She focused on the specific case of Palestinian refugees living in Lebanon and on how the story of this and native groups have moulded the definition of citizenship. She used her own experiences with refugees to illustrate the lives of these individuals and the way in which time has caused a fundamental shift in identity in the minds of refugees. During this discussion, the issue of Physical/Mental health of the refugees, career perspectives the refugees and the solution to this the issues of refugees had been discussed.

The next presentation was by Ms. Amelia Bell, a senior school tutor from the University of Queensland in Australia. Her topic was, "The Domestic Violence Epidemic: A Human Rights Violation and an International Disgrace", centred on the travesty of rising death rates caused by domestic violence, despite decades-long campaigns to raise awareness and stigmatize these tragedies, efforts to prevent them and legislation to punish offenders. The primary focus of the presentation was marginalized women, including indigenous groups, on whom she said there is virtually no reporting. She argued that domestic violence stems from external factors, like home, society, and the media, and thus a deep social change is necessary to end this problem. There was a discussion about the domestic violence against the disabled women and their remedies.

Ms. On New Lee, a student from Korea University, gave the last presentation of the session on the topic "The Empowerment of Disabled Youths by Using Media as a Tool". Ms. Lee argued for empowerment of disabled people through film as means of enabling this group and disseminating information to a large group. She focused on youth with Down Syndrome and a few participants pointed out on the nomenclature regarding disabled people.

5.2.1.2 Statistics

1. **Universities:** Swinburne University of Technology, University of Queensland, Universal Group of Institutions, Punjab Technical University, Nkumba University, and High Tech Systems Canada
2. **Countries:** Australia, Korea, and India
3. **Participants:** One (1) associate professor, one (1) senior school tutor, four (4) students, one (1) Legal Aid Consultant

5.2.2 Session 2: The Human Body as an Object of Law

Chair: Dr. Jennifer Beaudry, Senior Lecturer, Swinburne University of Technology

No	Name	Title	Organization	Presentation
01	Nawel Benrabah	Legal Aid Consultant	High Tech Systems	Death with Dignity: The Supreme Court of Canada’s Recognition of the Right to Die
02	Jennifer Beaudry	Senior Lecturer	Swinburne University of Technology	DNA Exoneration in the USA: A Lesson for Everyone.

5.2.2.1 Conclusions

In the second session, the first presenter gave details from a legal point of view regarding the recent case of Right to Die. In her presentation, named “Death with Dignity: The Supreme Court of Canada’s recognition of the Right to Die”. She gave the details of the legal procedures for opting out in cases involving Right to Die. The panellists discussed the future path and problems of this right.

The last presentation was by Dr. Jennifer Beaudry, titled “DNA Exoneration in the USA: A Lesson for everyone”. She gave the details of innocent people who have been penalized just because of improper use of forensic tools. The group discussed at a length about the remedies of the present forensic system.

5.2.2.2 Statistics

1. **Universities:** High Tech Systems Canada, Swinburne University of Technology, Punjab University, Korea University, and Nankai University
2. **Countries:** China, Australia, India, Korea, and Canada
3. **Participants:** One (1) associate professor, four (4) students, one (1) senior lecturer, one (1) legal aid consultant, two (2) professors

5.3 ROUND TABLE III: WORLD POLITICS AND INTERNATIONAL RELATIONS

Secretary General: Mr. Houli Li, Graduate, East China Normal University

5.3.1 Session 1: Overcoming Obstacles in the Path to a Global World

Chair: Dr. Robyn Sampson, Research Fellow, Swinburne University of Technology

No	Name	Title	Organization	Presentation
1	Houli Li	Graduate	East China Normal University	Research on the Prospect of Integration in Central Asia: From the Perspective of “Integration/ De-Integration” Complex
2	Robyn C. Sampson	Research Fellow	Swinburne University of Technology	Expert Knowledge and the Governance of Migration: A Case Study of Alternatives to Immigration Detention
3	Jielin Hu	Student	Nankai University	Maintaining more Inbound Tourism Income: The Visa, Infrastructure and The Exchange Rate—Taking China, Japan, and the EU as Examples

5.3.1.1 Conclusions

In the process of integration in Central Asia, states and people conceptualize space construction with three dimensions: the conceived space, the perceived space, and the lived space. In the timeline of space construction, the subject (person, country), the object (physical geography), and the result (the interaction among the three dimensions of space) interact between “shaping/be shaped”, “perceiving/be perceived”, and “shaping/perceiving”. How is research evidence used in policy discussions? Researchers should participate in policy debates. It is very necessary for countries to promote tourism by reducing barriers for potential visitors. Countries should reach mutual agreements between countries to make short-term migration less bureaucratic. To promote international trade, labour standards and international free trade agreements are very important.

5.3.1.2 Statistics

1. **Universities:** University of Pretoria, East China Normal University, Swinburne University of Technology, and Nankai University
2. **Countries:** South Africa, China, and Australia
3. **Participants:** Four (4) student, two (2) research Fellow, one (1) graduate, and one (1) general manager

5.3.2 Session 2: Political, Economic, and Cultural Conflicts in the International and National Arenas

Chair: Mr. Callum Houghton, Student, Deakin University

No	Name	Title	Organization	Presentation
1	Callum Houghton	Student	Deakin University	The Ethics of Sanctions as a Diplomatic Tool and Their Humanitarian Implications
2	Hsiao-Pei Ku	Student	Tamkang University	U.S. Middle East Policy Regarding the Israeli-Palestinian Conflict
3	Alexandra Coelli	Student	Swinburne University of Technology	Falling Behind in the Globalized World: Australia's History of Negativity towards Immigration and Multiculturalism

5.3.2.1 Conclusions

In this session, participants presented and discussed on various issues, both regional and global that have both a direct and indirect impact upon policy.

Mr. Callum Houghton, a student from Deakin University in Australia, chaired the session and spoke today on the ethical implications of sanctions in the context of the international legal framework. His presentation, “The Ethics of Sanctions as a Diplomatic Tool and Their Humanitarian Implications”, seemed all the more appropriate in the presence of this ever-increasing method of economic siege warfare. Mr. Houghton explained the development of sanctions from their original, widespread approach to the current, targeted methods we see used today.

Ms. Hsiao-pei Ku, a student from Tamkang University in China, presented “U.S. Middle East Policy Regarding the Israeli-Palestinian Conflict”. The policies of the United States directed towards the Middle East have been solely rooted in politics, neglecting economics and the well-being of citizens in those areas. She focused on the Palestinian-Israeli conflict as a microcosm of a greater set of policies, and discussed failed attempts at formation of a Palestinian state. She raised several interesting questions, including an assessment of whether U.S. policy fails to consider regional realities in favour of the country’s own goals. In the following discussions, participants were eager to discuss how this conflict has expanded into the greater region, as well as how the conflicts of the greater region influence the conflict.

Alexandra Coelli, a student from the Swinburne University of Technology in Australia, gave a presentation titled “Falling Behind in the Globalized World: Australia’s History of Negativity towards Immigration and Multiculturalism”. Her presentation started with the premise that despite Australia’s existence as an international power, both politically and economically, it often fails to meet the expectations one would have about such a country regarding immigration. Reviewing Australian history, she demonstrated a trend beginning with indigenous cultures that has unfortunately influenced the policies and mentalities of today.

The group discussed the exponential impact conflict has on complicating diplomacy and reaching a consensus between nations, regions, and non-state actors who seek drastically different results. Many participants had had personal connections or had extensively studied the presented topics, and as a result, contributions to the discussion were insightful. Presenters and the audience both defended and argued against proposed points and all were encouraged by gaining the perspectives of others they would not encounter elsewhere.

5.3.2.2 Statistics

1. **Universities:** Deakin University, Tamkang University, Swinburne University of Technology, and Dynamic Services
2. **Countries:** Australia, Taiwan, Cote d'Ivoire, and South Africa
3. **Participants:** Four (4) students, two (2) research fellow, one (1) graduate, and one (1) general manager

5.4 ROUND TABLE IV: SOCIAL AFFAIRS AND MEDICINE

Secretary General: Dr. Yuping Lai, Professor, East China Normal University

5.4.1 Session 1A: Social and Psychological Well-Being

Co-Chairs: Dr. Amy Baker, Research Fellow, University of South Australia; Dr. Monika Ferguson, Research Associate, University of South Australia

No	Name	Title	Organization	Presentation
1	Kheng Leng Tok	Student	National University of Singapore	When Life is too Perfect, You Do Not Learn Anything: An Exploratory Study on Children's Experience of Parental Gambling
2	Stewart McDougall	Research Assistant	University of South Australia	Addressing "The Neglect of Neglect": Understanding Child neglect and Potential Actions for Prevention and Early Intervention
3	Danielle Brown	Student	Swinburne University of Technology	Shifting Perceptions in the Measures of Success and the Role of Social Enterprise

5.4.1.1 Conclusions

This session consisted of three presentations. The first two presentations focused on social issues affecting children and their families. The first presenter explored the impact of parental gambling on children in Singapore. The second presentation reviewed the notion of child neglect as a topic that has received less attention than other forms of child maltreatment. Risk and protective factors, and implications for prevention and early intervention were identified. The third presentation outlined the role of social enterprise and potential strategies for global online engagement. We were pleased with the high quality of the presentations and the in-depth discussions that ensued.

We were also pleased to see that our chairs played an important role in this session. They made all participants discuss a range of topics in our round table. We had several excellent participants and observers. They put forward remarkable questions and comments, which made this session diverse and successful.

5.4.1.2 Statistics

- Universities:** DE Global Pte Ltd, Pontificia Universidad Javeriana, University of South Australia, Swinburne University, and Zenith Bank
- Countries:** China, Australia, Colombia, Saudi Arabia, and Ghana
- Participants:** One (1) project assistant, one (1) associate professor, one (1) research fellow, two (2) research associates, and one (1) relationship manager

5.4.2 Session 1B: Social and Psychological Well-Being

Co-Chairs: Dr. Amy Baker, Research Fellow, University of South Australia; Dr. Monika Ferguson, Research Associate, University of South Australia

No	Name	Title	Organization	Presentation
1	Amy Baker	Research Fellow	University of South Australia	Dying Before their Time: Indigenous Youth Suicide in Australia
1	Monika Ferguson	Research Associate	University of South Australia	Dying Before their Time: Indigenous Youth Suicide in Australia
2	Ana Maria Diaz Escobar	Associate Professor	Pontificia University Javeriana	Cities Structure and Labour Outcomes

5.4.2.1 Conclusions

The first presentations explored the issue of indigenous youth suicide in Australia, including underlying causes of suicide, prevention programs, and policy implications. The final presentation addressed employment opportunities in

Bogota, and the influence of residential segregation and gender. These presentations were well received and a number of interesting discussion points among participants were sparked by them.

5.4.2.2 *Statistics*

1. **Universities:** Swinburne University of Technology, East China Normal University, Al Yamamah, and University of South Australia
2. **Countries:** Australia, China, South Korea, India, and Canada
3. **Participants:** One (1) professor, four (4) students, three (3) research assistants, and two (2) research fellows

5.4.3 **Session 2: Improving Public Health**

Co-Chairs: Mr. Brendon Harney, Student, Swinburne University of Technology; Ms. On New Lee, Student, Korea University

No	Name	Title	Organization	Presentation
1	Brendan Harney	Student	Swinburne University of Technology	Vaccine Policy and Bioethics in Relation to Vaccine Preventable Disease
2	Yuping Lai	Professor	East China Normal University	Improved Hygiene: Good or Bad?
3	Daliah Albouri	Student	Al Yamamah University	Physical Education as a Success Factor for Saudi Arabia's Future

5.4.3.1 *Conclusions*

The session consisted of three presentations. The first presentation reached the conclusion that personal and religious exemptions to vaccination should not be allowed. The second presentation raised the question about whether improved hygiene is good or bad for individuals, concluding that certain bacteria upon the skin (commensals) are in fact beneficial. The third presentation covered areas relating to obesity in Saudi Arabia and the introduction of physical education programs and the challenges there, particularly in regards to programs for females.

This session provided valuable and fruitful discussion on a variety of issues. Speakers at the session gained valuable feedback following their presentation, in particular the first presenter pressing speakers to identify the mechanisms to disallow personal and religious exemptions to vaccination.

5.4.3.2 *Statistics*

1. **Universities:** National University of Singapore, University of South Australia, Swinburne University of Technology, Pontificia University Javeriana, East China Normal University, and Al Yamamah University
2. **Countries:** Singapore, Colombia, Australia, China, and Saudi Arabia
3. **Participants:** One (1) professor, one (1) associate professor, one (1) research fellow, two (2) research assistants, and four (4) students

5.5 ROUND TABLE V: ECOLOGY, ENVIRONMENT, AND ENERGY

Secretary General: Dr. Xuefeng Jiang, Professor, East China Normal University

5.5.1 Session 1: Environmentalism as an Investment in Happiness

Chair: Dr. Limin Zhou, Associate Professor, East China Normal University

No	Name	Title	Organization	Presentation
1	Xiaodan Niu	PhD Student	East China Normal University	Using the Theory of Reasoned Action in Public Participating Environmental Protection
2	Ling Xu	Student	Hokkaido University	Garbage Problems Globally
3	Alejandro Leon Ramirez	Deputy Director	Metropolitan Autonomous University	The Importance of Environmental Education in a Worldwide Problematic
4	Limin Zhou	Associate Professor	East China Normal University	Balance for the Future of the 200 Million People Living in Karst Rocky Desertification Area in South-West China

5.5.1.1 Conclusions

Environmental problems are one of the most serious topics that we are facing today, from waste treatment and air pollution to greenhouse gas emissions. One world, one home. We should first treat the earth as a whole system to understand and treat the environmental problem, which should begin in environmental education. Developed countries should take more responsibility for all global environmental treatment and protection, for example offering free technology to developing countries, sharing their environmental protection experience, such as garbage separation, and recycling. They should do this not only due to their initial role in the environmental problem, which has been caused by developed countries, but also for the future protection of the whole world. We must unite as a group unit, together to protect our home, as maybe we are facing our last chance.

Scientific effort should be also involved in environmental protection, which should help establish laws to protect the environmental and provide new technology.

5.5.1.2 Statistics

- Universities:** East China Normal University, Metropolitan Autonomous University, Tianjin University of Finance and Economics, University of Pretoria, and Hokkaido University
- Countries:** China, Mexico, and Japan
- Participants:** One (1) associate professor, one (1) lecturer in finance, one (1) deputy director, one (1) PhD student, and one (1) student

5.5.2 Session 2: Innovations in the Energy Sector and Their Implementation

Co-Chairs: Dr. Roula Inglesi-Lotz, Senior Lecturer, University of Pretoria; Mr. Sergei Shishmakov, Student, Far Eastern Federal University

No	Name	Title	Organization	Presentation
1	Xuefeng Jiang	Professor	East China Normal University	Sulphur and Sulphur Atom Transfer Reaction
2	Roula Inglesi-Lotz	Senior Lecturer	University of Pretoria	Social Rate of Return and R&D Investment in Energy
3	Sergei Shishmakov	Student	Far East Federal University	Shale Gas as a Part of the New Global Energy Strategy

5.5.2.1 Conclusions

The first presentation began with recent opinions about chemistry, and they seem to be pollution, pollution, and pollution. The presentation focused showed the difference perspectives for fundamental and vital chemistry, which pushes life science, material discovery, and our daily life to move forward. The history of developments in chemistry and nowadays, green chemistry were intended to persuade the group that humanity should put more effort on chemistry research. The presenter used the comparison that food should not be given up for fear of choking.

The second presentation focused on the relationship between primarily R&D investment on Energy Efficiency technologies and nuclear energy and higher social benefits for all G7 countries, which was found to be positive, while exactly the opposite holds for fossil fuels. The presenter explained that a variety of social benefits gained by various groups in various countries is needed, and this issue should not be approached as “one policy fits all.” R&D investment should not be abandoned for other energy technologies, but instead redirection and more should be pursued. It might be argued that the lack of sufficient and properly directed R&D investment in other energy group R&D is the main reason for the absence of social returns.

The final presentation focused on the rise of shale gas as a part of the new global energy strategy. The presentation focused on both the danger of shale gas production for ecology, as well as the associated economic and social factors.

5.5.2.2 Statistics

1. **Universities:** East China Normal University, Metropolitan Autonomous University, Tianjin University of Finance and Economics, University of Pretoria, and Hokkaido University
2. **Countries:** China, Mexico, and Japan
3. **Participants:** one (1) associate professor, one (1) lecturer in finance, one (1) deputy director, one (1) PhD student, and one (1) student

5.6 ROUND TABLE VI: DESIGN, TECHNOLOGY, AND INNOVATIONS

Chairs/ Secretaries: Mr. Yi-Lin Tsai, Young Water Ambassador, Water Resources Agency, Ministry of Economic Matters and Mr. Colin Hamilton, Student, University of Hertfordshire

5.6.1 Session 1: Introduction of Technological Innovations

Chairs/ Secretaries: Mr. Yi-Lin Tsai, Young Water Ambassador, Water Resources Agency, Ministry of Economic Matters and Mr. Colin Hamilton, University of Hertfordshire

No	Name	Title	Organization	Presentation
1	Liang Qi Summer	Student	University of Macau	Power Optimization
2	Jiachen Zhang	Associate Professor	Tianjin University of Finance and Economics	Research on the Grassroots Innovation Mechanism in Chinese Rural Areas in the Internet Era: A Case Study of “Taobao Village”
3	Yi-Lin Tsai	Young Water Ambassador	Water Resources Agency, Ministry of Economic Matters	Porous Revetment Structure: New Adaptation Strategies for Disaster Mitigation in Taiwan

5.6.1.1 Conclusions

The first presentation focused on the topic discussing power optimization in today’s technology industry. Mr. Qi discussed how power and speed elements involved in power optimization. Additionally, he concluded by stating the true aspects of Power Optimization.

The second presentation discussed the Grassroots Innovation Mechanism in rural areas of China. Professor Zhang identified the current models such as the Shagi Model. He identified examples in and the future vision for Taobao Village.

The final presentation covered the new adaptation strategies for disaster prevention in Taiwan. Mr. Tsai showed an interesting video – My Local Water Story in Taiwan – to introduce the Taiwanese disaster-prone environment. In order to solve the problems caused by climate change in the dynamic environment earth system, he provided a new revetment structure – Cheng Kung Porous Basket, designed by Professor Chin-Kun Huang at National Cheng Kung University. Cheng Kung Porous Baskets have proven themselves and have been receiving good feedback in many cases.

The group was honoured to have some excellent participants, such as Dr Alfred Wong, who asked provocative questions, offered insightful comments on the presentations, and provided practical suggestions to each speaker. We appreciate to have many feedback and participation in this morning’s session.

5.6.1.2 Statistics

1. **Universities:** University of Macao, Tianjin University of Finance and Economics, Water Resources Agency, Société Camerounaises des Palmeraies, and University of Hertfordshire
2. **Countries:** China, Taiwan, Cameroon, and United Kingdom
3. **Participants:** One (1) young water ambassador, one (1) associate professor, and three (3) students

5.7 ROUND TABLE VII: EDUCATION AND YOUTH

Secretary General: Mr. Anthony Osborne, Student, Swinburne University of Technology

5.7.1 Session 1: Globalizing Education

Co-Chairs: Dr. Paula Geldens, Senior Lecturer, Swinburne University of Technology; Ms. Zhang Liyan, Professor, Tianjin University of Finance and Economics

No	Name	Title	Organization	Presentation
1	Juahui Zeng	Student	Nankai University	The Analysis of Comparison of Curriculum Provision and Teaching of Public, Elective Courses in China and Japan
2	Paula Geldens	Senior Lecturer	Swinburne University of Technology	“Presence” is Just the Beginning: Achieving Quality Education for All
3	Elena Shumeyko	Manager of the International Office	ITMO University	Internationalization of Higher Education: The Issue of the Common Approach to Quality Assurance
4	Iuliana Andrianova	Senior Lecturer, International Affairs Coordinator	Saint Petersburg Polytechnic University	Academic Mobility of Russian Students as a Key Factor in Developing Their English Academic Language Skills and Participating in International Academic Mobility Programs

5.7.1.1 Conclusions

In this session, participants looked at the globalization of education, focusing on quality education for all. The topics covered a comparison between Chinese and Japanese universities, as well as what each country can learn from each other. The group discussed the need to learn actively from other educational contexts and highlighted the importance of collaboration, within and across national borders.

This session also looked at the Education for All campaign. They discussed how the world quantifies and looks at quality education, moving away from measuring access and enrolments to education outcomes in the local context.

5.7.1.2 *Statistics*

1. **Universities:** Swinburne University of Technology, University of Bath, China Normal University, University of Pretoria, Nankai University, ITMO University, and Saint Petersburg Polytechnic University
2. **Countries:** Australia, China, Switzerland, China, Germany, Greece, United Kingdom, Hungary, Russia, and Mexico
3. **Participants:** Seven (7) students, four (4) lecturers, one (1) observer, one (1) manager of the International office, and one (1) senior lecturer

5.7.2 **Session 2: Practical Knowledge: The Most Effective Education Tool**

Chair: Ms. Zhang Liyan, Professor, Tianjin University of Finance and Economics

No	Name	Title	Organization	Presentation
1	Heba Albarrak	Student	Al Yamamah University	Physical Education as a Success Factor for G20 Countries' Future.
2	Liyan Zhang	Professor	Tianjin University of Finance and Economics	Translating Science & Technology Policies and Programs into Grassroots Innovations in China: A Case Study
3	Adriana Mata	Impact Evaluation Executive	CAF – Development Bank of Latin America	Policy Learning for Development: Lessons from Latin America
4	Jiacheng Li	Professor	East China Normal University	Teaching and Learning to Be in an Uncertain World: The Wisdom and New Efforts of Chinese Educators.

5.7.2.1 *Conclusions*

The presentations looked at a range of issues of effective tools of education. Discussions were held on how physical activity is important in education. The focus was on how obesity issues in Saudi Arabia have changed government policy to promote physical education and develop the appropriate facilities within schools. The group looked at what makes a good education program and how the programs should be measured so that outcomes can be justified.

The main learning outcomes were how countries and universities should be working together to share their experiences and what they can do, so that better education outcomes can be developed. No one country is superior when it comes to education training and retention.

5.7.2.2 *Statistics*

1. **Countries:** United Kingdom, Saudi Arabia, Mexico, Australia, China, Spain, Venezuela, and Switzerland
2. **Universities:** University of Birmingham, Al Yamamah University, UAEM, Swinburne University, ETH Zurich, and Dalian University of Technology
3. **Participants:** Six (6) observers, three (3) students, three (3) lecturers, and three (3) executives
4. **Organizations:** Red Cross and CAF – Development Bank of Latin America

5.7.3 Session 3: New Approaches in Education

Co-Chairs: Dr. Gavin Melles, Lecturer, Swinburne University of Technology; Mr. Gergo Fegyverneki, Student, Eszterhazy Karoly College

No	Name	Title	Organization	Presentation
1	Gergo Fegyverneki	Student	Eszterhazy Karoly College	Digital Culturally Responsive Pedagogy: New Challenges in Education
2	Gabriel Quintero Bustos	Student	Universidad Autonoma Del Estado de Morelos	The Construction of a Socially Responsible University through the Regionalization of its Presence in the Morelos State
3	Daniel Graf	Student	ETH Zurich	International Science Olympiads
4	Gavin Melles	Lecturer	Swinburne University of Technology	Education for Sustainable Development through Short-Term Study Tours.

5.7.3.1 Conclusions

The group looked at new approaches in education and how some universities are going about this. The first presentation explored digital culture, the challenges in education it presents, and how education institutes can incorporate digital technology in learning. There was discussions around how Universities can be socially responsible to look at poverty, obesity, malnutrition within the broader community and students. To help generate improved attendance of students.

An introduction and overview of the International Science Olympiads that focuses on computer science to help students from around the world. The discussion also looked at the benefits of short-term study abroad helps students expand their horizons and to expose them to social impact.

5.7.3.2 Statistics

- **Universities:** Deakin University, UAEM, USB South Bohemia, ETH Zurich, DUT, Swinburne University of Technology, University of Birmingham, Al Yamamah University, Dalian University of Technology, University of Bath, China Normal University, University of Pretoria, and Nankai University
- **Countries:** Australia, China, Switzerland, China, Germany, Greece, United Kingdom, Hungary, Mexico, Saudi Arabia, Spain, Czech Republic, South Africa, Hungary, and Venezuela
- **Participants:** Eighteen (18) students, nine (9) lecturers, three (3) executives, and seven (7) observers
- **Organizations:** CAF – Development Bank of Latin America and Red Cross

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

Secretary General: Dr. Liangjian Liu, Associate Professor, East China Normal University

5.8.1 Session 1: Historical, Philosophical, and Literary Lessons for the Modern World

Chair: Mr. Javier Medina Barrientos, Student, Metropolitan Autonomous University

No	Name	Title	Organization	Presentation
1	Fang-Chi Chang	Student	Tamkang University	The Function of the First Lady in the US and ROC: Queen VS. Empress
2	Javier Medina Barrientos	Student	Metropolitan Autonomous University	Freedom as the Supreme Principle of Morality and Justice in Kantian Philosophy
3	Liangjian Liu	Associate Professor	East China Normal University	The Spirit of Interrelating and the Construction of a Global Community

4	Qing Zhao	Student	Nankai University	The Different Visions of Life of Two Main Characters under the Application of the Image of Time in <i>Mrs. Dalloway</i>
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5.8.1.1 Conclusions

In this session, some historical, philosophical, and literary issues were treated. The first paper made a comparative study of the function of First Lady in the US and Taiwan. The possibility of a “First Man” was heatedly discussed from various perspectives. In the second presentation, the Kantian idea of freedom was clarified and what the role of freedom has in achieving justice and happiness was discussed. Next, the group listened to a brief introduction to a Chinese philosophical term, “interrelating,” and examined the significance of interrelating for the construction of a global community. The final presentation analysed the image of Big Ben and different visions of life for two main characters in the novel *Mrs. Dalloway*. The session had several excellent observers and audience members participating in the conference. Their comments and questions were significant contributions to the discussion.

5.8.1.2 Statistics

1. **Universities:** Saint Petersburg Polytechnic University, Tamkang University, Metropolitan Autonomous University, East China Normal University, Nankai University, and University of Birmingham
2. **Countries:** Russian Federation, Taiwan, Mexico, China, and United Kingdom
3. **Participants:** One (1) associate professor, two (2) senior lecturer, and five (5) students

6 INTERNATIONAL YOUNG PARLIAMENTARIAN DEBATE JOINT STATEMENT

Chair: Honourable Sibusiso Innocent Malaza, MPL, Chairperson of Select Committee on Public Accounts, Mpumalanga Provincial Legislature

Secretary General: Ms. Sofie Joosen, Member, Flemish Parliament

We, the young parliamentarians present at the G200 Youth Forum 2015 held in Garmisch-Partenkirchen, have discussed the present and future challenges facing our nations and examples of excellence in policies and have agreed that the following should be important issues that our respective parliaments should focus on.

6.1 SPORTS

There is an international crisis in sport investment, which poses a global challenge. Governments should put sports infrastructure as a top priority on their political agenda. They have to invest financial resources better to improve the outcome that must be achieved. Local governments have to work together and build infrastructure together so that it citizens have access and utilize it as frequently as possible. We have to share good practices on how we achieve high quality. There have to be equal chances on each continent, so that sport is accessible to everyone. Sports has to be inclusive, free of discrimination. Governments have to work out an inclusive strategy that:

1. Places it as a top priority on governments' agendas;
2. Spends financial resources better and smarter;
3. Gains experience and learns from best practices; and
4. Makes an inclusive strategy.

6.2 AGRICULTURE

6.2.1.1 Food waste

One third of our global production is wasted, which means 1.3 billion tons of food.

1. Fifty percent of the waste is created in the north of our planet.
 - a. Causes:
 - i. Consumers buy too much;
 - ii. Low prices for farmers; and
 - iii. "Imperfect" vegetables do not get into the shops.
2. Fifty percent of the waste is created in the south of our planet.
 - a. Causes:
 - i. Problems with transportation;
 - ii. No efficient storage; and
 - iii. Fewer innovations in agriculture.

For governments, we therefore recommend:

1. Addition of food waste to the political agenda and begin a discourse about it;
2. Dropping criteria for perfect looking fruits and vegetables, sparking a perception shift;
3. Investment in food storage, innovation, and transportation in developing countries; and
4. Incentivizing giving food to charities like food banks, instead of wasting it.

6.2.1.2 GMOs

There is still a lot of uncertainty about the use of GMOs. We see many advantages, but long-term results are not clear. What is the effect on human consumption? What are the effects on the environment? We strongly ask governments to put more effort in studies about GMOs. Investing in studies and evaluation will make us able to learn from the effects in the long term. Thus, the parliamentarians recommend more studies and evaluations.

6.2.1.3 Rural areas and development

In rural areas, access to property and land has to be possible for everybody, which can only be achieved through the simplification of bureaucracy

6.3 WOMEN'S RIGHTS

Gender equality is still not a reality. There are still fewer job opportunities for women, less access to labour in general, less career progression and lower salaries. Single woman with children are at a greater risk of ending up in poverty. Woman have still less access to farmland. Woman still have less chances to get education. The national governments should support projects that contribute to gender equality but we always have to make sure that the projects are fiscally responsible. Projects have to deliver results. Evaluation has to be independent. Governments have to provide job opportunities but it is also the duty of private companies to provide chances for career progression.

1. Governments have to take women's rights seriously;
2. Government have to continue projects for women rights;
3. Projects should be budgeted properly for value
4. We have to measure results; and
5. The private sector has to be involved.

We conclude by drawing words of wisdom from the icon Nelson Mandela:

I have walked that long road to freedom. I have tried not to falter, I have made missteps along the way, but I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb.

I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance. I have come but I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.

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.

G200

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