

# G20

YOUTH  
FORUM

7-11 MAY, 2014

GARMISCH-PARTENKIRCHEN, GERMANY



## G20 YOUTH FORUM FINAL RESULTS

G8 & G20

ALUMNI  
ASSOCIATION

[www.g20youthforum.org](http://www.g20youthforum.org)

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## **ABOUT G20 YOUTH FORUM**

G20 Youth Forum 2014 (Garmisch-Partenkirchen, Germany, 7-11<sup>th</sup> May) is the largest international event organized for young leaders in 2014 and over 1200 young leaders, students and academics, young members of parliaments, representatives of the business world and governments from more than 50 countries participated in it.

This was the 9<sup>th</sup> year of the event. Previous events were 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 DC) – G8 & G20 Youth Summit
- 2013 – Russia (Saint-Petersburg) – G20 Youth Forum

The G20 Youth Forum 2014 has 4 main events that ran in tandem with each other:

- ✓ G20 Youth Summit – resulting in the Communiqué
- ✓ Conference – with publication of academic articles in the Conference Proceedings
- ✓ International Young Parliamentarians' Debate – with Joint Statement
- ✓ This year a new platform for better cooperation among the participants of the G20 Youth Forum was introduced - Joint Sessions of the G20 Youth Summit, Conference and International Young Parliamentarians' Debate participants – with Joint enterprise initiatives (Joint Session Reports).

G20 Youth Forum was organized by the Swiss-based G8 & G20 Alumni Association. The young leaders, academics, parliamentarians and alumni of all our events are members of the G8 & G20 Alumni Association. The Association reunites those who will make key decisions on a worldwide scale in the future.

## **G20 YOUTH SUMMIT COMMUNIQUÉ**

### **Committee № 1: Entrepreneurial Climate for Youth**

The worldwide youth unemployment rate is 12.6%, compared to the adult rate of 4.5%. This, when combined with an imbalanced world economy and a pending environmental crisis, highlights the need for major changes in order to secure the future of our world. Youth entrepreneurship is a primary driver of an innovative, diverse economy – it creates competition, new markets and jobs.

#### **Educational Reform**

##### **1. Business Development Skills**

Due to shortcomings in the educational sector, many young entrepreneurs lack the necessary business skills to start a company.

Increasing the interpersonal acumen and financial literacy of young people will provide them with the skills to engage in entrepreneurial ventures. This will be implemented through educational reforms designed to provide students of all disciplines with the base knowledge to pursue entrepreneurship. This committee believes that the prioritization of basic business knowledge and skills across all levels of education and disciplines will foster awareness of and interest and ability in entrepreneurial endeavors.

##### **2. Creating a Culture of Youth Entrepreneurship**

Many societies see a traditional career path as the more responsible route for young people and because of this there is a stigma surrounding youth entrepreneurship, which creates a culture of risk aversion.

An educational system, guided by a national strategy that promotes an innovative mindset, is the keystone for creating an entrepreneurial culture. This can be achieved through a combination of conferences, improved awareness and mentorship programs, promoted and supported by educational institutions. Organizations can be proactive in this sense by offering grants and funding for viable ideas, creating innovation hubs to connect young entrepreneurs, or hosting entrepreneurial competitions. Through these actions these institutions create an environment where this culture can be fostered.

#### **Administrative Challenges**

Establishing a business venture is currently subject to an inefficient distribution of information relating to registration, licensing, taxation and other applicable business requirements. Such resources are difficult to locate and access for inexperienced entrepreneurs.

Every government should have a clear and streamlined online process dedicated to company establishment. This database should include a list of centralized information detailing the proper administrative steps to establishing a legal entity. Simplifying these barriers to entry will result in increased youth involvement within the entrepreneurial sector.

#### **Incubation Centers**

Once these prior difficulties have been overcome, there are still three key barriers restricting aspiring young entrepreneurs. These stem from a lack of access to financial capital, mentorship and networks. Due to the very nature of entrepreneurial enterprises, initial funding originates from personal savings, friends and

family. There is a high dropout rate when these resources are extinguished because of difficulties in acquiring funding for the next stage of development. This results in a higher cost of failure, which has a debilitating effect on youth entrepreneurship interests.

Incubation centers provide solutions to all three of these barriers through grants and alternative funding, coaching and access to a wider network of experienced business professionals and fellow entrepreneurs. These centers have been proven to be successful and adaptable to different entrepreneurial climates and this committee strongly recommends that funding and support for these projects be increased.

### **Entrepreneurial Demographic Analysis**

Certain demographic groups that already face societal disadvantages may face different challenges when entering entrepreneurial ventures and this may negatively impact the experience and success rate of some young entrepreneurs. Alternatively, some demographic groups may exhibit higher success rates or entrepreneurial tendencies.

This committee recommends a commitment to collecting data relating to the experience of different demographics for the use of analysis, discussion and policy recommendations. To implement this, we recommend the formation of non-governmental research centers focused on this issue. The information gathered should be at the grassroots level, dedicated to documenting the individual experiences of these demographic groups. We recommend that these centers collaborate extensively to produce both micro and macro level analysis.

## **Committee №2: Family and Career Opportunities for Young People**

We are seeking to address barriers faced by young people and families in their work environment and in the education system, as well as the transition between the two. Our solutions are directed towards the governmental, business, institutional and the grassroots community levels.

### **Bridging the Skills Gap**

We must strive towards closing the skills gap that exists in the workforces of many G20 nations. The following recommendations will address the issue of skilled workers who are unable to support themselves and their families due to this skills mismatch in their jurisdictions.

#### **1. Strengthening industry links**

We aim to ensure that young people are prepared for industry needs. We recommend the creation of formal internship, apprenticeship and cooperative (co-op) placement programs within universities and high schools to place students in relevant industries related to their fields of study or areas of academic interest. Particular emphasis should be placed on creating broad strategies and implementation of co-op programs at a secondary level.

#### **2. Career planning in secondary education system**

We believe that job readiness programs are needed in order to prepare young people, especially those from lower socioeconomic status groups, with basic career and life skills to facilitate their transition into the labor force. Such initiatives would involve government funding and collaboration with NGOs to establish strong career counseling, mentorship programs and digital technology to facilitate the learning of essential career skills.

### **3. Job mobility**

We propose that G20 countries lead a global effort to facilitate international worker mobility. This will create financial stability for young people and families by efficiently matching them to labor markets that require their skills. Mobility strategies must include strong support and funding from governments in order to facilitate easy relocation, including those workers to whom relocation would otherwise be financially inaccessible.

#### **Fostering family-friendly work environments**

We believe that family-friendly work environments foster equal career progression opportunities for both men and women without compromising family life.

##### **1. Flexible Workplace Practices**

Flexible workplace practices ensure the well-being of families with children. We recommend expanding paid parental leave policies and implementing anti-discrimination policies for parents needing extra time off for care giving. We suggest that workplaces adopt more flexible work practices such as work from home, part-time work and job sharing where parents request to spend additional time with children.

##### **2. Family-run child care centers**

Affordable and accessible childcare options are fundamental in enabling workers to fully participate in the labor force whilst also fostering family well-being. We recommend that governments subsidize early childhood education to grow the pool of qualified childcare workers. We also recommend that governments provide financial incentives for qualified early childcare workers to establish childcare businesses in their own homes or communities.

##### **3. Financial support to primary caregivers**

Caregiving for elderly and disabled relatives is an additional stress on the labor force. We recommend that governments create comprehensive policies to provide financial support for workers that are in primary and non-traditional caregiving roles.

#### **Challenges facing underrepresented groups**

The following recommendations will address key challenges facing underrepresented communities in attaining an education and entering and thriving in the workforce.

##### **1. Attaining education**

We believe that the key challenges facing underrepresented youth are low quality of education, high dropout rates and reduced career opportunities. We recommend that governments increase efforts targeted at boosting the quality of education from a young age by increasing capital investment, improving teacher training and offering workplace incentives to attract quality teaching staff to lower socioeconomic areas.

##### **2. Minimizing Barriers to Entry**

We propose three solutions for the issues faced by qualified people from underrepresented groups when entering the work force. Firstly, governments should implement well-planned anti-discrimination policies. Secondly, we recommend facilitating the launch of a large-scale racial diversity initiative for the business sector. Lastly, we recommend the development of financial incentives targeted at small and medium enterprises that are implementing the above solutions.

### **Committee № 3: Accessibility of Education and Human Rights**

We, the G20 Youth Summit 2014 participants, resolutely believe that everyone, irrespective of our differences, is entitled to equal access to quality education and human rights, yet this reality has not been achieved.

The *Universal Declaration of Human Rights* has been in existence since 1948, yet 774 million people worldwide cannot read or write, of which 250 million are children. With education as a fundamental human right, these alarming statistics elucidate only some ways in which the current human rights infrastructure is deficient.

Cultural and political differences, inequality, economic disparity, ineffective infrastructure and unsustainable development are ongoing barriers to global access to education and human rights. Through global partnerships and cooperation, the international community must recognize education as a foundational imperative for social and economic development and for the universal realization of human rights.

#### **Recommendations**

##### **Changing Governmental Attitudes towards Education**

- All governments should invest in programs with both direct economic and non-economic benefits. These programs may include creating opportunities to build social skills, building professional and social networks and investing in social well-being.
- G20 nations should implement compulsory education about international human rights and encourage other nations to follow suit. This can be implemented through the restructuring of core curriculum requirements.
- G20 nations should seek to increase the compensation of teachers to attract a better quality of educator and to reflect the importance of teachers, enabling sustainable economic and social prosperity.

##### **Access to Education for Women, Migrants and Other Vulnerable Groups**

- G20 nations should implement educational and media campaigns on the negative effects of discrimination. These campaigns should utilize local knowledge to achieve cultural support for equal education for all, whilst respecting cultural differences.
- All nations should investigate and report on the educational enrolment and completion data of both females and males in the country, to be published in the Human Development Index. These reports must include measurable plans for further improvement.
- The human rights of migrants, including refugees and especially children, must be respected through allowing access to education and human rights support structures. Indefinite detention must be abolished and cooperative strategies for migration established and implemented nationally, regionally and globally.
- In order to improve the accessibility of education to vulnerable groups, quota systems should be implemented. These systems should be maintained with precise objectives and should be adapted according to changing demographic situations, subject to yearly revision.

##### **Stakeholder Responsibilities**

- All governments, in cooperation with the private sector, must increase the accessibility and quality of education. Quality of teaching and access to education can be improved by utilizing online methods and new technology to provide internet capabilities in regions lacking infrastructure.
- G20 governments should negotiate the inclusion of additional conditionality clauses in the financial assistance agreements of multilateral financial institutions. These clauses must be linked to educational improvement indicators.

- Private corporations with earnings over a certain set threshold must reinvest in education and capacity building in the countries where their business operates, subject to yearly revision. This will strengthen domestic environments.
- Human rights conventions should be developed specifically for private corporations to ratify, bringing the responsibility for human rights to the private sector.
  - o Multinational and large corporations should be globally pressured to adhere to human rights obligations and non-compliant companies should be subjected to international pressure.
  - o Governments in economically stable states should create incentives for corporations to promote and protect human rights. This could include tax breaks for compliant companies.
- NGOs should build community partnerships, establishing measurable and sustainable practices.
- There should be binding international agreements, led by international multilateral organizations, to address issues important to large groups of individuals, rather than just government agendas. This could be implemented through an online platform giving a powerful voice to individuals from all nations.

#### **Committee № 4: Food Security and Resources for the Future**

Food security and resources for the future represent key issues in the international sphere – issues that are far-reaching and affected by various other factors including climate change, resource management, education, governance, population growth, energy security and technology. These factors are best dealt with at the local and national level first.

##### **Food Security**

- Promote increased awareness through education to encourage the production and consumption of nutritious, environmentally-conscious food choices at the community level. This is achieved through applying sustainable agricultural practices to small-scale farms that are best suited to the region, the climate and the season.
- Commit to improving consumer awareness, for example improving the best before system, thereby achieving maximum productivity and promoting the connection between the supplier and the consumer.
- Promote compost programs and recycling with regards to food waste, such as using food waste as fertilizer.
- Support small farmers to ensure public access to nutritious and safe food in addition to adequate resources, thus encouraging the prevention of monopolization.
- Encourage the provision of financial support for young farmers through microcredit systems via development banks and funds.
- Establish educational programs in sustainable farming practices for youth and women and create volunteer projects on farms.
- Encourage sustainable population growth by improving family planning through educational initiatives, especially among vulnerable social groups.

##### **Climate Change**

- An acknowledgement among nations that climate change is a growing and pressing problem. There is a need to prevent, mitigate and adapt to the effects of climate change on the global economy, global health and on food security.
- A new focused and targeted agreement on the global climate regime which stresses, amongst others, the effects of agricultural and industrial production on increased greenhouse gas emissions.

##### **Resource Management**

- Improve infrastructure and transportation sectors to allow for more efficient allocation and storage of resources, as well as making nutritious food more accessible by reducing transportation costs.
- Investigate the allocation of fresh water as a finite resource. Recognize the value of water in global economies through alternative measures such as water pricing.
- Promote and effectively regulate fisheries, which are important to food security and to the economy, to protect the resources from overexploitation.
- Initiate further trade negotiations on tariffs and the provision of subsidies, as well as harmonizing import criteria for food quality on a global scale.
- Maximize the efficiency of land and sea usage and encourage green projects such as urban farming.

### **Energy Security**

- Address the needs of those directly affected in reaping the benefits of regional energy sources through effective collaboration and inclusion of those impacted communities.
- Recognize that second and third generation non-food based bio fuels would be appropriate as an alternative energy source. As traditional food based bio fuels compromise food production, it would be wise to look at other alternative energy sources.
- Develop current avenues for energy trading through an international body that moderates the flow of energy through existing mechanisms.

### **Technology, Alternative Energy and Innovation**

- Establish an open source scientific consensus to assure that developments in technology are accessible to all.
- Support developing countries in implementing technological advancements in energetics, food security and health care.
- Encourage international cooperation regarding thorium based nuclear power, algae solar cells, fusion power, solid hydrogen fuel, sewage power and wave power, all of which have increasing potential as cheap and clean energy options.

### **Genetically Modified Organisms (GMOs)**

- Increased use of GMOs has the potential to ensure food security on a global scale and have a positive effect on the environment as the usage of industrial pesticides and fertilizers declines.
- Acknowledge the necessity of maintaining biodiversity whilst avoiding monocultures and poor practices.
- Encourage greater exposure and transparency in the public debate regarding GMOs, thus minimizing the current lack of knowledge.
- Monitor GMO implementation on a case-by-case basis to prevent the abuse of market domination and corporate irresponsibility.

## **Committee № 5: Tax System and Living Conditions for Youth**

Loopholes and ineffective mechanisms in the international tax system have resulted in many countries losing billions of dollars of tax revenue, leaving them less able to provide many of the necessary social services for young people. Governments use tax revenue to implement social welfare programs and policies. By reforming the current tax system, implementing greater international accountability mechanisms and

changing funding priorities towards education, the living conditions of youth can be improved. We present the following suggestions with the hope that they will be used to inform lawmakers, affect future policies and positively impact the welfare of young people.

### **Tax Evasion and the Issue of International Transparency**

Companies evade their societal obligations by using tax loopholes and leveraging competing countries against each other to achieve the lowest possible tax rate. This practice is especially detrimental to developing countries that, because they seek Foreign Direct Investment, allow Multinational Corporations (MNCs) low tax rates and are robbed from potential revenue. These issues are compounded by a lack of transparency and exchange of information. A global coalition of nations is needed to address these issues both in developed and developing countries.

#### **Recommendations:**

- Regulate transfer pricing and how companies move profits through related entities by using the Base Erosion and Profit Shifting Action Plan or similar plans.
- Facilitate transparency and exchange of information between countries by using accountability mechanisms similar to those in the USA Foreign Accounts Compliance Act.
- Adhere and become a signatory to the Extractive Industries Transparency Initiative (EITI), to improve openness and accountable management of revenues from natural resources.
  - E.g. Ghana's revenues from natural resources increased by 400% in 2010-2011 due to the successful implementation of EITI.
- Require MNCs to publish a breakdown of their employees, assets, sales, profits and taxes in every country where they operate.
- Simplify tax systems to stimulate international business transactions and improve accountability adherence (E.g. Amalgamation of Direct Tax Department and the Indirect Tax Department).

### **Education**

The costs of obtaining what is deemed a 'sufficient' education have increased over the past decade while the socioeconomic gap between high-income and low-income families is progressively widening. Due to a lack of information about the education system and misinformation about the skills needed for employment, there is still a mismatch between the skills that graduates possess and the skills needed in the job market. This has led to millions of young people who are overeducated and unemployed and in some countries have the added burden of student debt.

#### **Recommendations:**

- Shift focus from expanding attendance at university to improving and expanding vocational programs that teach specific job skills:
  - Establish related credit for companies that hire graduates from these vocational programs.
  - Establish closer relationships between companies and businesses and vocational schools (internship programs, allowing companies to inform curriculum, etc.).
  - Shift greater amounts of tax revenue toward vocational programs.
- Lower interest rates for public student loans.
- Establish information sessions for youth to increase understanding of the tax system and the tax benefits available to them.

### **Living Standards**

Our societies do not do enough to help our youth make the transition into financial independence. The following recommendations would allow greater opportunities for young people, particularly those struggling to achieve their full potential be it through home ownership, financial solvency, or personal professional ambitions.

**Recommendations:**

- Income tax waivers for the first years of paid and part-time work for those under a certain income bracket
- Adoption of a tax-free threshold system to allow students to defer student loan repayment until after a two year period and when they meet a minimum annual income.

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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

## YOUNG PARLIAMENTARIANS' DEBATE JOINT STATEMENT

We, the Young Parliamentarians present at the 2014 G20 Youth Forum held in Garmisch-Partenkirchen (Germany) have discussed the present and future challenges facing our nations and examples of excellence in policies and practices applicable to our respective nations and have agreed that the following should be the priorities that our respective Parliaments should focus on:

### Social Rights and Social Affairs

#### 1. Education

Governments should put education as a top priority on their political agenda, investing financial resources in the public school system to improve the outcome achieved. This associates with the professional development and education for teachers to further their educational studies whilst providing the highest level of academic support. Governments may evaluate their educational systems through an independent body and discuss their recommendations to recognize areas that need improvement. Governments should also support and implement projects to educate students as well as teachers on the necessity of nutrition and healthy lifestyles. Through the implementation of legislation to restrict the accessibility of junk food we can provide a healthier future for our youth as well as for our educational practitioners.

We suggest programs that provide equal opportunities and access to education for all ethnicities and cultural backgrounds.

- Top priority on governments' agenda;
- Spend better and invest more financial resources;
- Gain practical experience and professional improvement;
- Evaluation of the educational system by an independent external institution.

#### 2. Gender Equality

Gender equality is still a concept existing only on paper. Our global society is still accepting of the stereotypes and imbalances existing throughout various industries on a global scale. These imbalances lead to inequality in job opportunities, access to labor, career progression and salaries.

The National Governments of the G8 and G20 countries should further support projects aimed at contrasting gender discrimination and develop a gender equality culture in society.

- Policies against educational discrimination;
- Facilities for working mothers at the workplace;
- Affirmative policies and laws to promote gender equality in relation to access to work;
- Laws implementing gender quotas at the executive level in public companies.

#### 3. Homeless and Poor People

The Parliamentary Committee recommends that care be taken of any human beings threatened by poverty whilst seeking assistance from government bodies or organizations. We recommend that government

organizations improve social inclusion in the workplace and also assist in the development and restructuring of social society to improve the social situation.

The committee also recommends that national parliaments and international political societies implement legislation preventing the wastage of food that can be used for minorities seeking assistance.

- Homeless First Aid Package;
- Homeless Co-Housing;
- Homeless Work for Public Administration;
- Food reallocation.

#### **4. Children and Women Rights in Rural Areas**

Since the empowerment of rural women has positive effects on childhood education and upbringing, governments and international organizations should implement legislation and public policy which assists rural women and children on their educational development as well as equal opportunities.

These legislation initiatives should include:

- Life insurance for single mothers to guarantee their children's education;
- Support for rural economy development;
- Access to legal protection with regards to property and land rights.

### **Economic Affairs**

#### **5. Global Trade Relations**

The Committee recommends a policy of economic improvement for countries around the world whilst implementing structural elements that assist in the development of minimum standards in environmental protection, workers and working conditions, whilst also allowing for the improvement of social security. This may be achieved by recognizing a fundamental standard of values that is accepted on a global scale. International corporations should take greater responsibility for ethical standards and enhancement of fair working conditions.

This economic standard is evident and important in recognizing fundamental rights whilst respecting cultural difference and religious beliefs.

A global trade opening should include:

- Minimum Standards for Workers;
- Minimum Standards for Environmental Protection;
- Minimum Standards for Social Security;
- The implementation by international companies of the minimum ethical standards for fair work practices.

#### **6. Promotion of the Added Value of manufacturing / artisan production in the economy of a country**

The financialization of the economy has marginalized the role of manufacturing, impacting negatively on the manufacturing sector. The artisan industries are rooted in specialized knowledge of the culture and traditions of their lands. Therefore it is crucial that the government and parliament take action to launch an alliance in

aid of the manufacturing sector. Internalization, quality and technology policies will be the key to giving central importance once again to the artisan model. These policies should be furnished with specific provisions on taxation, bureaucratic simplification and access to credit and to support the intergenerational turnover in small and medium enterprises. Supporting manufacturing means safeguarding and encouraging the craft “know-how” as a fundamental and constitutive heritage of our culture.

- Provisions on taxations;
- Bureaucratic simplification;
- Access to credit;
- Support for the intergenerational turnover in the small and medium companies.

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## **CONFERENCE ROUND TABLE REPORTS**

### **Round Table №1: Economy and Finance**

Secretary General: Bolun Li, Student, Tsinghua University, China

#### **Session 1: Social Issues**

Chair: David Cao, Student, University of New South Wales, Australia

№	Full Name	Title	University	Name of Presentation
1	Anda Shkodra	Student	Camosun College	Our Financial Literacy Initiative
2	David Cao	Student	University of New South Wales	Social Impact Investment: Creating a Global Environment
3	Lesley Anne Brown	Student	Ryerson University	Young Women Entrepreneurs: an Opportunity to Invest in Change Within Civil Society

The session consisted of presentations discussing the impact of economy and finance on social dimensions. They commonly address problems in areas which can facilitate innovation and have remarkable social impacts, even though they have different targets. One of them dealt with the promotion of youth financial literacy through awareness, education, information and training; one mentioned social impact investment targeting on social welfare; one discussed women entrepreneurs and the last concentrated on healthcare economics and public finance. We were glad to see that heated discussions were held throughout the presentations.

We were also pleased to see that we had several quite excellent participants in our round table, including Lesley and Cristina. They put forward remarkable questions and comments, which were huge contributions to the conference. We also had a lot of observers and audience participation in the conference, which made for a rich and diverse session.

#### **Session 2: Models**

Chair: Hassan Bhatti, Student, University of British Columbia, Canada

№	Full Name	Title	University	Name of Presentation
1	Jonas Veys	Student	Catholic University of Leuven Africa	Money in the air: the future of digital currencies anno 2014
2	Nathalie Frauenfelder	Student	University of New South Wales	Using the youth to build economic resilience – A strategy to minimize youth unemployment
3	Kyoko Matsumura	Professor	Tokyo Institute of Technology	Estimation of two-sided matching models

The presentations involved analysis of the economic and financial models that can be applied today or in the future. Even more importantly, they addressed the topics that are both interesting and worthwhile to discuss

because they are innovative and can drive the society forward e.g. digital currencies in the future. In addition, the presentations were to a large extent academic, involving many models and reasoning, which made for presentations that were impressive and inspirational for the audience. This was particularly true in Kyoko Matsumura’s research “Estimation of two-sided matching models”.

**Session 3: International Cases**

Chair: Enrique Dussel Peters, Professor, Universidad NacionalAutonoma de Mexico, Mexico

No	Full Name	Title	University	Name of Presentation
1	Bolun Li	Student	Tsinghua University	Maintaining Social Warfare with Financial Service-Social Business in Bangladesh, China and the World
2	Enrique Dussel Peters	Professor	Universidad NacionalAutonoma de Mexico	New Forms of International Cooperation. The Case of Latin America and the Caribbean and China
3	Omar Abawi	Student	Macquarie University	Base Erosion and Profit Shifting: whose problem is it?
4	Hassan Bhatti	Student	University of British Columbia	Foreign Direct Investment in Asian Economy

The presentations discussed real-life situations in the sphere of economy and finance that took place on an international scale. Overall, the presentations put more emphasis on developing economies and their opportunities as well as challenges, such as issues in South Asia and Latin America. Each topic may have had its own concerns and some of them covered foreign investment, social business, profit shifting and international cooperation, but all of them tried to think internationally and link every topic to the others. In addition to case studies, some papers also carried out statistical analysis to make it more convincing for the audience and academically reliable.

In this session, our professor from Mexico played a very important role, including his presentation, moderation and wonderful comments. He is also quite familiar with China’s issues.

**Session 4: National Cases**

Chair: Hong Tu, Professor, Nankai University, China

No	Full Name	Title	University	Name of Presentation
1	Hong Tu	Professor	Nankai University	The Internationalization of Renminbi and China's Financial Reform
2	Andrey Shalyagin	Student	Higher School of Economics	Active Fixed Income Portfolio Management: Opportunities for Institutional Investors in Russia
3	Nathalie van Baren	Student	Catholic University of Leuven	Conditional Cash Transfers: Case study of the Philippines

4	Wenzhang Sun	Student	Dalian University of Technology	Explore a New Mode of Economic Growth: How does Consumer Finance Company Impact on Residents' Consumption in China?
5	Tana Chen	Student	Camosun College	Economic Impact of International students in Canada
6	Tilak Upadhyia	CEO	Treasury Investment Company	Stock Market Development and Economic Growth in Nepal
7	Prativa Baskota	Student	Lord Buddha Education Foundation	Study of Derivatives Market of Nepal and its Present Scenario
8	Anisiia Lazareva	Student	North-Eastern Federal University	Importance of Northern Resources from Yakutia to Russia's economy
9	Mariam Akhmadova	Student	People's Friendship University of Russia	Fundamentals of Legal Regulation of Investment in G-20 countries

The session was aimed at discussing the impact of economic and financial initiatives on the national markets in relation to a concrete country or region. Topics covered issues in China, Canada, Nepal, Russia and Philippines and they were related to financial reform, fixed income, cash transfers, consumer finance company, stock and derivative markets, international education, regulation of investment and the importance of resources. Speakers usually used descriptive language to discuss cases and make useful suggestions. Some of the presentations originated from the speakers' academic experience while others were directly drawn from their practice in certain areas.

**Statistics:**

- ✓ Universities: 15 universities (Camosun College, University of New South Wales, Ryerson University, University of Western Ontario, Catholic University of Leuven, Tokyo Institute of Technology, Tsinghua University, Universidad Nacional Autonoma de Mexico, Macquarie University, University of British Columbia, Nankai University, Higher School of Economics, Dalian University of Technology, North-Eastern Federal University, People's Friendship University of Russia), 1 education foundation (Lord Buddha Education Foundation) and 1 company (Treasury Investment Company)
- ✓ Countries:8 (Canada, Australia, China, Russian Federation, Nepal, Belgium, Japan, Mexico)
- ✓ 3 professors, 25 students
- ✓ 16 Presentations were delivered by 2 Professors and 14 Students

**Round Table №2: Law and Human Rights**

Secretary General: Adjepong Eric Kwarteng, Student, University of Tsukuba, Japan

**Session 1: Challenges to Human Rights Realization**

Chair: Kate Gleeson, Professor, Macquarie University, Australia

The general discussion was between all members and we concluded on some possible ways of curbing the situation. General discussion focused on how Australia can help develop Nauru including its human rights. Another area of the discussion focused on how the systems could improve the entire situation in all developing countries and how policies adopted by governments could be used on the ground to combat continuous human rights abuse especially of women. The focus was on extreme cases of violence against women with examples of female genital mutilation, rape and physical abuses.

No	Full Name	Title	University	Name of the Presentation
1	Kate Gleeson	Professor	Macquarie University	The Challenges of Human Rights Realization
2	Jennifer Tridgell	Student	Macquarie University	Double Jeopardy- Being an Indigenous Woman
3	Amanda Della Malva-Hooper	Student	Centennial College	Breaking the cycle: An in-depth Look at Violence Against Women
4	Joel Davis	Intern	Physicians for Human rights	The Hypermasculinization of Conflict Zones and the Factors that Condone and Enable Rape and Social Violence: Lessons from Democratic Republic of Congo
5	Alfred Daniel Mdimba	Professor	University of Dar-es-Salaam	Children and Youth's Engagement in Immoralities in Tanzania; Is It Possible to stop it and how?

We also centered on the causes of such barbaric practices and how cultures could be the agents of change. The final part was government's reassurance that the improvement of the situation in Australia can be adopted by other nations.

## Session 2: Migration Issues

Chair: Linda Briskman, Professor, Swinburne University of technology, Australia

No	Full Name	Title	University	Name of the Presentation
1	Linda Briskman	Professor	Swinburne University of technology	Civil society responses to forced migration: Advocating for human rights
2	Shauna Labman	Professor	University of Manitoba	Migration, movement and family: The decline of family in Canadian immigration
3	Guillaume Cliche-Rivald	Coordinator	UQAM	The taste of failure: a case study of UNCHR's recommendation to invoke the cessation clause on Rwandan refugees

Discussions were based on the plights of immigrants, both legal and illegal, with a particular focus on the refugees arriving in Australia who face detention in Nauru. Panelists again shed light on Rwandan refugees and the threats that they face in returning to the danger zones they had fled. Also on the issues of Canadian immigration, we discussed the changes that have been enforced by the governments to limit immigration to skilled professionals and their families. In summary, the session ended with a collective acceptance of human rights protection by everyone present.

**Session 3: Local Laws**

Chair: Imer Flores, Professor, Universidad Nacional Autonoma de Mexico, Mexico

No	Full Name	Title	University	Name of the Presentation
1	Adjepong Eric Kwarteng	Student	University of Tsukuba	Japanese law and the underprivileged
2	Luke Diminish	Student	Macquarie University	You have no rights: Bills of right and the Australian Exception
3	James Sullivan	Student	Deakin University	We found the best way to protect human rights in nations? Or there is a need for new mechanisms of protection to be developed?
4	Imer Flores	Professor	Universidad Nacional Autonoma de Mexico	Democracy, law and human rights in Mexico

The order of presentation for this section was changed because two of the topics were more similar and allowed for easy understanding and efficient discussion. The discussions were based on the concepts of protection by national laws mostly called constitutions and how they have helped and/or failed in some countries. The issues regarding the legal system protection of society rather than of the individual in Japan raised questions on how effectively these entrenched laws can be used to achieve human rights protection. It came to light that American influence in the drafting of Japanese constitution is not the basis for the weakness it possesses. The Australian approach was not perfect enough to protect human rights either. Concerning the Mexican system, it became clear that the paradox of democracy and majority paradigm should be redefined to meet the present needs of modern human rights. The session concluded that no single way of human right protection can be universally adopted but constant hard work by legal scholars and legal professional should be encouraged in this time of human rights.

**Session 4: Law, Justice and Human Rights**

Chair: Shauna Labman, Professor, University of Manitoba, Australia

No	Full Name	Title	University	Name of the Presentation
1	Richard Steppe	Student	Catholic University of Leuven	The freedom of speech on social networking sites: do we need protection against our own expressions?

2	Thomas Cliquet	Student	Catholic University of Leuven	Indignados and Occupancy movement
3	Mariam Elamy	Student	University of Alberta	Implementing the new UN Corporate Human Rights Framework: implications for corporate law governance and regulation
4	Prince Daniel Onyejelem	Student	University of Tsukuba	Crime, justice and injustice
5	Camden Luxford	Student	Deakin University	Holding economic power to account: Toward the meaningful accountability of transnational capital

The complexities of tort law and responsibilities claims on social networking, especially on defamation, are becoming the norm. The right of reply irrespective of the internet site must be encouraged because all statements irrespective of being a defamatory statement are also a subject of freedom of speech. Hence an extreme legal constraint on the freedom of speech should not be much encouraged.

In common law jurisdictions slander is debated and given much attention. We need to protect minorities and women online in order to equitably distribute the freedom of speech. The final submission is that if we encourage the restriction of social networks then we may lose the good ideas from the other person's perspective and it will also prevent us from being in the position to claim social justice and apply the needed corrections.

The possibility of going on protests without obstructing others and denying them of their right of movement is a possibility if the protestors use public places like parks. Body language use in discussion is effective in transmitting information during such occupancies.

The possibility of having a democracy without any hierarchy in the cultural perspective is a very interesting phenomenon to be further looked at.

The United Nations and individual states function on different platforms of legal standards. The human rights framework is aimed at criminal conducts and it is supposed to be broad in order to allow leniency, hence narrowing it down would cause flaws.

Justice is lacking when some crimes are over-punished and others under-punished. Equality should be promoted.

Accountability is meant for economic power houses and corporations as well as for political leaders. The international community should investigate the situation around the world.

**Statistics:**

- ✓ Universities: 11 (Macquarie University, Centennial College, University of Dar-es-Salaam, Swinburne University of technology, University of Manitoba, UQAM, Catholic University of Leuven, University of Alberta, University of Tsukuba, Deakin University, Universidad Nacional Autonoma de Mexico) and 1 organization (Physicians for Human rights)
- ✓ Countries: 7 (Australia, Canada, Belgium, USA, Tanzania, Japan, Mexico)
- ✓ 5 professors, 14 students
- ✓ 17 presentations were delivered by 5 professors and 12 students

**Round Table №3: World Politics and International Relations**

Secretary General: Natalia Dragojevic, Student, Deakin University, Australia

**Session 1: International Relations**

Chair: Jeffrey Wilson, Professor, Murdoch University, Australia

No	Full Name	Title	University	Name of the Presentation
1	Jeffrey Wilson	Professor	Murdoch University	Multilateral organisations and the challenge of international energy cooperation
2	Brent Hardy	Student	University of Manitoba	Regional economic integration and multilateral politics among nations
3	Claire McMullen	Student	Macquarie University	The poverty WITHIN
4	Saidu Ahmed Enagi	Country Chair	Cercle national de réflexions sur la jeunesse	EITI global transparency policy regime: Some praxis and reality check on how to end poverty and socio-political imbalances in resource-rich global south nations
5	Dylan Chambers	Student	Victoria University of Wellington	A crisis mismanaged: The unhappy politics of Greece’s bailouts
6	Ambrose Ray Du Plessis	Junior Lecturer	University of the Free State	A lesson for the forum on China-Africa cooperation: Angola balancing the strategic partnership
7	Lina Zdruli	Student	University of British Columbia	Feeding the 9 billion: A long-term plan for producing food sustainability for the world’s population in 2050
8	Un Teng Ip	Student	University of Macao	The evaluation of China’s role in global governance

The papers in this session all engaged with the question of intergovernmental cooperation as a means of solving global development policy challenges – its drivers, areas of emerging ‘demand’ for cooperation and challenges (both domestic and international) facing cooperative projects. Hardy’s paper set the scene theoretically, reviewing functionalist, order-based and ideational drivers behind multilateral cooperation to frame subsequent discussion. Several of the following papers then developed the ‘case for deeper international cooperation’ in managing new developmental challenges, particularly indigenous rights (McMullen), sustainable agriculture (Zdruli), energy security (Wilson) and international peacekeeping (Ip). In several domains such cooperative efforts have been highly successful, with Enagi identifying the Extractive Industries Transparency Initiative (EITI) and Du Plessis identifying Forum on China-Africa Cooperation (FOCAC) as areas where intergovernmental cooperation has recently had a decisive impact on economic outcomes across the developing world. However, not all international cooperative endeavors have proven as successful – as Chambers’ analysis of the Greek debt crisis and Wilson’s review of multilateral energy governance reveal, competing national interest can just as often lead to the ‘mismanagement’ of global economic problems. The common theme uniting these papers was that the finding that there is a ‘need’ for intergovernmental cooperation in a particular issue area is alone not enough. Rather, for development-related policy challenges to be effectively addressed, cooperative initiatives must be designed

in a way that is sensitive to both global goals as well as to the specific national interests of key participating governments.

**Session 2: Conflicts: Examples and means of solution**

Chair: Brent Hardy, Student, University of Manitoba, Canada

No	Full Names	Title	University	Name of the Presentation
1	David Pope	Student	University of Queensland	The politics of compassion: Introducing a humanitarian imperative into the distribution of relief aid in conflict zones
2	Natalia Dragojevic	Student	Deakin University	Global surveillance in the digital age: An arena of political conflict
3	Elikem Tsamenyi	Student	University of Manitoba	Natural resources and violent conflicts in Africa: Some policy proposals to dealing with such conflicts
4	Anthony R De Bijl	Student	Murdoch University, Australia / Curtin University	Islamization of Indonesia: Changes to foreign policy and free education
5	Chen Yiyi	Student	Nankai University	Why there is recurrence if territorial dispute
6	Jhong Ting Huang and Hsia-Pei Ku	Student	Tamkang University	The impact of Korean Peninsula and Cross-Strait relations
7	Jose Alejandro Bonilla	Student	Tamkang University	The new frontier issue
8	Yoon Sun Kim	Student	Korea University	North Korea from the perspective of a South Korean student
9	Jingyi Sun	Student	University of Macau	The cracks on BRICS. The conflicts and problems within the BRICS countries
10	Chu-Chun Wei	Student	National Taiwan University	Experience of sunflower movement in Taiwan – civil occupied the legislative Yuan

During the second World Politics and International Relations Round Table presentations were made revolving around various forms of both internal and international conflict. The main topics of conflict identified and discussed included conflicts as a result of resources, differing social and political views, religion and technology. From the papers presented, in most cases, conflict arose due to differing social and environmental needs and expectations from that of economic and political objectives.

As a result, in order to resolve or alleviate conflict there was a consistent need for some form of political intervention, or the development of a governance framework. There was a consistent demand for action by way of the development policies and infrastructure surrounding the root cause of the conflict.

Discussions took place on the topic of third-party intervention, in the forms of humanitarian intervention and political intervention. From these discussions it was concluded that there are many political variables and ramifications to be considered and thus no third-party intervention can resolve conflict, although it can

somewhat aid to alleviate it. For future conflict prevention it was identified that there is a need for countries to embrace globalization and seek to establish interdependent relationships. This will not only lower the chances of conflict and dispute, but also help to promote economic environments.

**Statistics:**

- ✓ Universities: 14 (Murdoch University, University of Manitoba, Macquarie University, Cercle national de réflexionsur la jeunesse, Victoria University of Wellington, University of the Free State, University of British Columbia, University of Macao, University of Queensland, Deakin University, Nankai University, Tamkang University, Korea University, National Taiwan University)
- ✓ Countries: 8 (Australia, Canada, Nigeria, New Zealand, South Africa, China, Indonesia, Taiwan)
- ✓ 1 professor, 1 junior lecturer, 16 students and 1 country chair
- ✓ 18 presentations were delivered by 1 professor, 16 students, 1 junior lecturer and 1 country chair

**Round Table №4: Social Affairs and Medicine**

Secretary General: Patrick McGrath, Student, Macquarie University, Australia

**Session 1: Social Affairs and Medicine**

Chair: Michael Baffoe, Professor, University of Manitoba, Canada

No	Full Name	Title	University	Name of Presentation
1	Nicola Isabel Barnard	Professor	North-West University	Necessity is the mother of Invention: Developing countries taking a Proactive approach against Burden of Disease
2	Patrick McGrath	Student	Macquarie University	Why are we still hitting our kids? A case from psychology for action on the use of physical punishment of children
3	Michael Baffoe	Professor	University of Manitoba	Recognising and removing barriers to social and educational inclusion of youth with disabilities in Third World: A collective international responsibility
4	Meredith Allen	Student	Swinburne University of Technology	The White Man’s Playground: Social inequality in Sporting Australia
5	Zuben Rustomjee	Student	Swinburne University of Technology	Social impact in Maternal Health – Concerns with the Australian healthcare system
6	Mirrin Middelhuis	Student	Leiden University	From the Welfare State towards the Enabling State? The Dutch Social Support Act (Wmo) and its potential consequences for public management, access to healthcare and equity

The Social Affairs and Medicine Round Table’s sole session provided valuable and fruitful discussion on a variety of issues both specific to their particular contexts and applicable to all G20 Member States. We began with a case from Professor Barnard arguing that developing nations should take leadership in researching and developing pharmacological interventions that are most appropriate for their contexts. Professor Barnard recognized the enormity of this task but cited case studies from India and showcased some recent research

conducted in South Africa. Patrick McGrath presented a summary of psychology research into the use of physical punishment as a form of behavioral modification, both its ineffectiveness as a method to change behavior and the myriad of adverse effects that children may experience. Professor Baffoe provided an insightful overview of the social construction and perpetuation of disability and how this impacts on an individual’s opportunities to participate in all aspects of society. He then provided some practical and impressive examples of his work lobbying governments and challenging societal attitudes in West Africa.

Meredith Allen explained how the Australian Sporting landscape is often segregated along gender and race lines, in particular highlighting how the language used both reflects these attitudes and continues to perpetuate the inequity. Zuben Rustomjee explored the inconsistencies of the Australian healthcare system and the disparity of outcomes between indigenous and non-indigenous populations in particular noting how women of non-Anglo-Saxon origin are often left behind by medical health practitioners. Mirrin Middelhuis explained the transition that the Dutch government is making with its policy for supporting those who seek social assistance. She also explored the universal challenges that governments face where policies are developed on the macro level but are often implemented inconsistently on a micro level.

Speakers at the session gained valuable feedback following their presentations, in particular Professor Baffoe pressing speakers to identify the mechanisms through which their findings can be put into practice. A unifying theme identified in the closing remarks of speakers was the need to shift public opinion on the issues presenting, through forums such as these and continued advocacy upon returning home.

**Statistics:**

- ✓ Universities: 5 (University of Manitoba, North-West University, Macquarie University, Swinburne University of Technology, Leiden University)
- ✓ Countries: 4 (Australia, Canada, Netherlands, South Africa)
- ✓ 3 professors, 8 students
- ✓ 6 presentations were delivered by 2 professors and 4 students

**Round Table №5: Ecology, Environment and Resources**

Secretary General: Katherine Berthon, Student, Macquarie University, Australia

**Session 1: Environmental Policy**

**Chair: Tiago Alves**, Professor, Cardiff University, UK

№	Full Name	Position	University	Name of Presentation
1	Keng Chong Lao	Student	University of Macau	Protecting the Rainforests
2	Shamil Yulgushev	Student	Surgut State University	Development of International Co-operation on the Arctic Shelf
3	Tiago Alves	Professor	Cardiff University	Shift from ‘conventional’ to ‘unconventional’ energy: an opportunity to create new intercontinental markets
4	Sophie Duxson	Student	University of New South Wales	The concept of ‘common but differentiated responsibility’

Participants discussed environmental policy relating to the regulation of resource consumption, particularly in relation to carbon and energy sources. At this time, the global economy is still dependent on “conventional” energy sources (mineral oil and gas) and that the shift to “unconventional” (fracking and alternative methods to obtain oil and gas) is risky based on uncertainties regarding its environmental impact. The participants recommend further research in this area and that greater efficiency in current energy extraction could be enhanced by the creation of energy zones which limit the energy loss in energy transfer between countries. To contribute to cooperation at the international scale, the participants also recommend a declaration of the Arctic as a global commons with creation of a memorandum to be signed by countries within the Arctic council ensuring the protection of the environment considering the delicate nature of resource extraction and exploration in the area.

Furthermore, the promotion of renewable energy solutions (such as harnessing solar energy using mirrors rather than rare minerals) and carbon emission reductions may be possible with an appropriate international policy framework. The participants propose that such a framework lies in a policy of ‘convergence and contraction’ under the concept of ‘common but differentiated responsibility’. The policy would entail an equal entitlement of per capita carbon emissions for each country based on a global carbon budget, which would be set to minimize the effects of climate change. This per capita target should be measured as emissions from consumption, as it is readily incorporated into the price of goods using life-cycle analysis techniques and facilitates carbon trading whilst allowing sufficient flexibility to enable developing countries to strengthen their economies. This would also place emphasis on country self-sufficiency and the local provision of resources due to reduced costs compared to international resource transfer. Additionally, by incorporating the additional cost of production as a tax at the international level, it could contribute to a funding scheme which provides developing countries with opportunities to install more renewable energy infrastructure or incentives to reduce deforestation. Such a scheme is, at present, only possible to be implemented within an international platform such as the UN.

**Session 2: Environment and Resources**

**Chair: Attila Toth**, Student, Slovak University of Agriculture in Nitra, Slovakia

No	Name	Title	University	Name of Presentation
1	Attila Toth	Student	Slovak University of Agriculture in Nitra	By improvement of the green infrastructure towards sustainable landscapes and resilient environments
2	Katherine Berthon	Student	Macquarie University	The urban ecosystem: integrating human and natural systems
3	Loraine Boitumelo	Professor	North-West University	Creation of sustainable communities through township horticultural services: an opportunity for agroprocessing
4	Ishaku Haruna	Student	Swinburne University of Technology	The Magic Seed
5	Felix Finkeberger	Student	Plant-for-the-Planet Foundation	Challenges and steps to launch a global youth movement for a sustainable future

The session began with a discussion on the implementation of green infrastructure and overcoming institutional and knowledge barriers. The participants produced several recommendations to this effect:

First, each municipality should have a person with an adequate education who is responsible for green infrastructure planning, maintenance and protection. This person may also be involved in initiating educational programs. Educational programs would enhance communication of academic research whilst

providing training to government officials and raising public awareness. Integration of similar concepts into an educational framework may also enable instilling of green values for children from a young age.

Governments should invest in a green economy, i.e. the generation of jobs based on green infrastructure maintenance. One example that was discussed was the creation of facilities and incentives by local governments to manage horticultural waste including schemes that encourage recycling of materials (e.g. crafts or compost). Furthermore, there should be national government subsidies for local green infrastructure initiatives, e.g. tree planting. Tree planting initiatives may also be merged with other objectives. For example, seeds of Moringa trees are a cheap and more sustainable alternative to chemical coagulation processes in water quality but are also able to be consumed and thereby increase food security while providing synergistic environmental benefits. Linking back to issues of climate change, the session concluded with a discussion of the Global Youth Conference, initiated by Plant-for-the-Planet Foundation which emphasizes the interdisciplinary focus and international cooperation necessary to achieve solutions to global environmental issues, e.g. a sustainable global network of alternative energy production promoted by the Desertec initiative.

**Statistics:**

- ✓ Universities: 8 (Slovak University of Agriculture in Nitra, Macquarie University, North-West University, Swinburne University of Technology, University of Macau, Surgut State University, Cardiff University, University of New South Wales), 1 organization (Plant-for-the-Planet Foundation)
- ✓ Countries: 6 (Slovakia, Australia, South Africa, China, Russian Federation, UK)
- ✓ 7 students, 2 professors
- ✓ 9 presentations were delivered by 7 students and 2 professors

**Round Table №6: Technology and Innovations**

Secretary General: Bradley Kalgovas, Student, University of New South Wales, Australia

**Session 1: Theoretical Approach**

Chair: Vladimir Okhmatovski, Professor, University of Manitoba, Canada

№	Full Name	Title	University	Name of the Presentation
1	Luming Wang	Professor	University of Manitoba	Crack The Code of Mass Collaboration: Opportunities and Challenges
2	HazimZouhair	Student	HEC Montreal	Impact of Multicommunication on Interpersonal Communication Competence During Face-to-Face Meetings between Users and IT Analysts
3	Bradley Kalgovas	Student	University of New South Wales	IT Driven Organisation Innovation: An Exploration of the Barriers for CIOs
4	Vladimir Okhmatovski	Professor	University of Manitoba	New Era Algorithms and Supercomputers: Forging the Third Industrial Revolution

5	Francesca Manea	Student	Macquarie University	Nanotechnology: Small is the New Big
6	Min-Fan Ricky Lee	Assistant Professor	National Taiwan University of Science and Technology	Disaster Response Robotics

Three main theoretical approaches to conceptualizing innovation were posited in this session: innovation is a challenging process but critical for the progression of society, collaboration across disciplines is essential for the future development of new technological innovations and leveraging the power of Information Technology (IT) provides radical opportunities for advancements in the field of nanotechnology and disaster robotics. While the benefits of innovation are widely espoused, it was also noted by the participants of the conference that innovation is a challenging, but essential process. While the development of new IT devices have the power to reduce social boundaries, it was discussed that in the case of the interaction between the IT Analyst and the business user, the use of a smartphone device while conversing with a user presented a significant barrier to communication and thus the development of innovative IT systems. Organizational barriers to innovation were also noted by Chief Information Officers (CIOs) as restricting their ability to create an IT Function which is an effective force for innovation in the organization. Despite the significant challenges that innovation poses, several recommendations were noted for overcoming the challenges identified. Giving the CIO autonomy but also holding the CIO accountable for innovation as a trusted advisor involved in Board level conversations was one recommendation which was determined as an appropriate approach to increase the level of innovation that occurs in IT Functions. In addition to functional initiatives, it was determined that collaboration with customers is necessary to develop innovative organizations that can achieve competitive advantage. Collaboration within disciplines is essential in order to harness the full value of innovations. For example, the impact of new era supercomputers was identified as having a significant impact on the field of Robotics. Additionally, there is the potential for collaboration across disciplines. For instance, it was predicted that natural based nanomaterials will have a profound effect on society and impact fields ranging from Medicine to Communications, Biology and Material Science. Thus, despite innovation being a challenging process, collaboration is a critical mechanism which can be used to overcome these challenges in order to fully leverage the power of the innovation and contribute to the progression of society.

## Session 2: Practical approach

Chair: David Inglis, Professor, Macquarie University, Australia

No	Full Name	Title	University	Name of the Presentation
1	Sun Jae Kim	Student	Korea University	"Vessel Traveler" New Type of Bio-Mechanical Device
2	Edwin Chan KhaiErn	Student	National University of Singapore	Bioremediation: Using Synthetic Livixiant Biotechnology to Recover Gold from Scrap Metal
3	David Inglis	Professor	Macquarie University	Microfluidics and Lab-on-a-Chip Technology for Cheaper, Better and Faster Health Services
4	Dmitry Prokopyev	Student	Tomsk Polytechnic University	Benchmarking a Crystal Spectrometer for Direct Measurement in SNF

5	YuliaIsakova	Student	Tomsk Polytechnic University	Overview Of Intense Pulsed Ion Beam Technology for Application in Material Science in Tomsk Polytechnic University
6	Andrei Mostovshchikov	Student	Tomsk Polytechnic University	Applying the Synchrotron Radiation for the Studying Combustion of the Aluminum Nanopowder in Air
7	Alexander Pak	Professor	Tomsk Polytechnic University	Magnetoplasma Technology for Ultradispersed Powders Production
8	Lin Runhui	Professor	Nankai University	Innovation Governance: Perspective of Technology and Institution Interaction

The applications of numerous technologies were discussed in this session, identifying that new innovations have the potential to shape the future of society, particularly in areas of Biotechnology, Chemistry, Physics and Information Technology. Specifically, the field of Biotechnology presents a significant and diverse set of opportunities from the remote diagnosis of patients to the removal of gold from scrap metal. In the discipline of Chemistry, the rapid pace of development in microfabrication has resulted in significant opportunities for further innovation. For example, microfluidics are being used to create devices which lead to faster and more accurate diagnosis of medical issues. Similarly, substantial improvements are occurring in the discipline of Physics. Significant attention is focused on nuclear research, for instance indetermining the relative quantities of Uranium and Plutonium in a sample as well as the use of pulsed iron beam technologies in new areas such as materials processing which improves the solidity, strength and wear resistance of treated items. The social impact of improvements which could result from the development of new methods of aluminum nanopowders on hydrogen power engineering and plasma on the production of materials is of significant interest to researchers in the field of Physics. Information Technology is pervasive in all of the aforementioned fields, providing the platform for further research. However, it was also acknowledged that Information Technology has the power to provide the governance mechanism for innovations. Participants noted that the ability of these different fields to influence the development of other fields was vital to the successful progression of each respective field and that the boundaries between respective fields are becoming blurred. Consensus was reached that the dynamism within each field is expected to continue into the future and thus further research is required to determine new applications as new technological innovations arise.

**Statistics:**

- ✓ Universities: 9 (University of Manitoba, Korea University, HEC Montreal, National University of Singapore, University of New South Wales, Macquarie University, National Taiwan University of Science and Technology, Tomsk Polytechnic University, Nankai University)
- ✓ Countries: 7 (Australia, China, Russian Federation, Canada, Taiwan, Singapore, South Korea)
- ✓ 5 professors, 1 assistant professors, 8 students
- ✓ 14 presentations were delivered by 5 professors, 1 assistant professor and 8 students

**Round Table №7: Education and Youth**

Secretary General: Glen Bates, Professor, Swinburne University of Technology

**Session 1: Human Rights and education**

Chair: Andrea Rounce, Professor, University of Manitoba, Canada

№	Full Name	Title	University	Name of the presentation
1	Patrice Monique Madurai	Student	University of Cape Town	Youth and education: Breaking Barriers with Technology
2	Caroline Baker	Student	Swinburne University of Technology	Social dimensions of education
3	Andrea Rounce	Professor	University of Manitoba	Roles and responsibilities in financing Post-secondary education
4	Glen Bates	Professor	Swinburne University of Technology	Breaking down barriers to tertiary education for youth from low socioeconomic backgrounds
5	Luisa Fernanda Alvarez	Student	Los Andes University	The role of youth in a globalised world
6	NatuMsuya	Professor	University of dar-es-Salaam	Benefits of educating girls in developing countries

The papers in this session dealt with the diversity of barriers to the fundamental human right to education. Examples covered the exclusion of people from education in Colombia and South Africa and the culturally inappropriate methods of delivery of education in Australia. Factors creating the exclusion of women from education were discussed along with a consideration of barriers faced by students from lower socioeconomic backgrounds in tertiary education as well as a consideration of the nexus between university education and labor force needs in Canada. A number of recommendations were made to address the problems raised including the efficient use of technology, changes in teaching delivery and support systems and incentives for government intervention. The issue of a time focus was raised with people in difficult circumstances tending to focus on the immediate situation faced whereas effective change will need to incorporate a long-term view and will only be effective where there is government support and changes in community attitudes which may need to involve community elders and other leaders in driving changes.

## Session 2: Technology in Education

Chair: Brendan Spackman-Williams, Student, Swinburne University of Technology

№	Full Name	Title	University	Name of the presentation
1	David Pitt	Professor	Macquarie University	Blended synchronous learning
2	Brendan Spackman-Williams	Student	Swinburne university of Technology	Student Learning Technology
3	Anastasia Petrova	Student	Tomsk Polytechnic University	Gamification in Science
4	Janice Grant	Student	Centennial College	Building curriculum for youth in transition

The papers in this session focused on the possibilities of enhancing education through the use of technology. Models of online delivery were considered in detail, incorporating synchronized online learning, use of virtual reality, games and learning analytics. The difficulties of incorporating technology into teaching were considered and the importance of making the learning objectives of the teaching program the central focus rather than focusing too much on the technology. The possibilities of using data analytics as motivating feedback to students and in identifying courses best suited to a student were also discussed. It was concluded that technology will continue to develop and provide improved methods of education. Educators need

therefore to actively seek ways of incorporating technologies into teaching especially those in which students engage in their daily lives.

**Session 3: Case Studies**

Chair: Alexandra Grey, PhD Candidate, Macquarie University, Australia

№	Full Name	Title	University	Name of the presentation
1	Charlotte Chan	Student	University of Alberta	Entrepreneurship education and youth empowerment in contemporary Nigeria
2	Estie Smit	Professor	North-West University	Critical reflection on teaching and learning in a first year family law classroom: lessons to be learned
3	Alexandra Grey	Phd Candidate	Macquarie University	Forging links between the education sector, the NGO sector and the private sector in China
4	Hannah Jenuwine	Student	Michigan State University	Third grade reading and retention policies in the United States
5	Werner Grant Gresse	Professor	North West University	What are the entitlement beliefs of students in their anticipatory psychological contract?
6	Mokoena Petronella Maepa	Professor	North West University	Relationship between parenting styles and childhood trauma: a study of children in Limpopo province

These papers illustrated good practice in teaching delivery in an international context. The case studies considered best practice in teaching methods along with the use of innovative processes to address social needs in different countries. Separate papers discussed the following: the means of incorporating education in entrepreneurship as a means of community and economic development in contemporary Nigeria; use of critical reflective practice to enhance the teaching of law in South Africa; methods of incorporating language development into legal studies; innovations in the use of early intervention and educational interventions in developing reading skills. A further theme was to consider constructive and destructive expectations and attitudes to life that impact on education and develop during education.

**Statistics:**

- ✓ Universities: 13 (Centennial College, Dar es Salaam university, North West University, Macquarie University, Michigan State University, University of Manitoba, Los Andes University, Swinburne University of Technology, University of Johannesburg, University of Cape Town, Tomsk Polytechnic University, University of Macau, Universite de Quebec Montreal)
- ✓ Countries: 8 (Australia, South Africa, Tanzania, USA, Canada, Columbia, Russian Federation, China)
- ✓ 9 students, 7 professors, 1 Ph.D. Candidate
- ✓ 16 presentations by 7 professors and 9 students

**Round Table №8: Humanities: Historical, philosophical and social perspectives**

Secretary General: Claire Marie Jessica Bennett, Macquarie University, Australia

**Session 1: Humanities**

Chair: Karen Farquharson, Professor, Swinburne University of Technology, Australia

No	Full Name	Title	University	Name of the Presentation
1	Emile Clifford Coetzee	Student	North-West University	Making History alive in the minds of Generation (WHY)?
2	Claire Bennett	Student	Macquarie University	The Impact of Political Personalities and Persuasions on the Construction of Australian Colonial History: the Australian "History Wars"
3	Elaina Gauthier-Mamaril	Student	Dominican University College	Francisco de Vitoria On Imperialism
4	Eunsol Ellen Ko	Student	Korea University	Confucian ideology: The ancient Chinese philosophers Confucius and Mencius
5	George von Fingerhut	Student	University of Tsukuba	From Development of Thought to Informational Society
6	Karen Farquharson	Professor	Swinburne University of Technology	Journalism training as a means of engaging with mainstream media: The AuSud media project
7	Kate Beck	Student	University of British Columbia	Living in a Computer Graveyard: an anthropological Analysis of the community and economy of Agbogboloshie, Accra, Ghana.

Committee 8 enjoyed a varied and comprehensive discussion of topics including history, politics, sociology, philosophy and equality. The session began with a presentation by Emile Clifford Coetzee discussing the need to promote a consciousness and appreciation for history within the psyche of Generation Y and, looking forward, Generation Z. The Committee discussed the advantages of a historically aware population, including the wisdom and perspective that is gained from a comprehensive understanding of the past mistakes and successes of human interaction. The presentation from Claire Bennett then expanded this discussion to a consideration of the close relationship between politics and history. Drawing on the case study of the Australian ‘History Wars’ concerning the nature of the colonial settlement of 1788, Claire discussed the importance of maintaining a separate, independent historical discipline to avoid manipulation of the ‘truth’ to suit private agendas.

General discussion then changed course to explore the concept of human rights and the foundations of these international principles. The presentation of Elaina Gauthier-Mamaril focused particularly on the figure of theologian, philosopher and jurist Francisco de Vitoria and his conception of ‘human nature’ as a rational explanation for the promotion of human rights and equality. This led to an interesting Committee discussion and critique of existing human rights infrastructure, namely the UN Charter and the possibility that Western liberal ideals imbedded in the Charter limit its universal applicability.

Ellen Eunsol Ko’s presentation concerned the moral and ethical model of Confucianism and its impact and relevance to contemporary Asian society. He particularly explored the concept of ‘Ren’, whereby man is inextricably bound in multi-dimensional relationships throughout his existence, be it with a partner, with the state or with family and the consequent interdependence that exists in human society. Confucius utilized ‘Ren’ to promote ideals of ‘benevolence’, ‘humaneness’ and ‘goodness’. The Committee then considered the concept of an ‘Informational Society’, explored in the presentation of Georg von Fingerhut and the impact of an exponential increase in available information on the dynamics and perception of modern society. The Committee considered the impact of the ‘digital age’ on international development and noted the potential for inequality of access to technology to exacerbate existing social inequality and poverty.

The presentation of Professor Karen Farquharson explored the impact of cultural stereotyping present in media reporting, on the perpetuation of social inequality in Australia, particularly in relation to the case of Sudanese migrants. Karen informed the Committee of the positive outcomes created by the AuSud Project – a community media intervention that provided journalism training to interested Sudanese and South Sudanese Australians, with the aim of teaching them to develop a media voice. The Committee discussed the obligation on the media as a crucial source of public information and in shaping popular opinion, in ensuring fair and accurate reporting of facts. The Committee critiqued existing means to regulate media, including national Codes of Conduct and legislative measures and noted the difficulties in ensuring accountability due to the power monopoly and financial strength of key media outlets.

Finally, Kate Beck examined the area of Agbogbloshie in Ghana and the social, equitable and security issues associated with its use as an ‘e-waste’ dumping site. Kate paralleled this situation with the Ghanaian colonial legacy of economic mismanagement and dependency on external powers. Kate argued that the cooperation of regional, domestic and international bodies is essential in formalizing and regulating the global e-waste trade and in ensuring it translates into tangible, positive outcomes for Ghanaian society.

### **Statistics:**

- ✓ Universities: 7 (North-West University, Macquarie University, Dominican University College, Korea University, University of Tsukuba, Swinburne University of Technology, University of British Columbia)
- ✓ Countries: 5 (South Africa, Australia, Canada, South Korea, Japan)
- ✓ 1 professor, 6 students
- ✓ 7 presentations were delivered by 1 professor and 6 students.

## JOINT SESSIONS' REPORTS

### **Joint Session №1: Problems of Youth Entrepreneurship**

The session discussed a variety of different subtopics which ranged from government intervention initiatives to the use of crowdsourcing. This discussion was highly effective in producing a set of tangible recommendations which can be used to foster entrepreneurship by young people.

#### **Findings**

A summary of the recommendations provided during the session are tabulated below.

Recommendation	Description	Table References
Education	Implementing initiatives that build the business and soft skills required by young entrepreneurs is critical to establishing an environment which fosters entrepreneurship by young people. Recommendations included adopting the Chinese Model of training programs to revolutionize the approach to establishing a startup. In addition, participants noted that the revision of existing curriculum at secondary education levels and the provision of resources for young entrepreneurs is essential to establishing an environment conducive to start ups.	1,2,4,5,6
Media and Credibility	Publicizing success stories of young entrepreneurs is essential in encouraging further endeavors by young entrepreneurs, with it being noted that social media plays an essential role in enabling young entrepreneurs to share their successes.	1,3,4,6,7
Funding and Microfinance	The growth in unconventional financing sources such as microfinance and crowd funding provide significant alternatives to loans and government grants.	1,2,3,5
Incubator	Establishing startup hubs in institutions such as universities will provide efficient access to a range of essential resources required by entrepreneurs, reducing the time to market.	1,3,7
Mentorship and networking	Exposing young entrepreneurs to successful entrepreneurs enables them to leverage their knowledge and expertise, seize their inspiration and provide them with the distribution channels needed to implement their project.	4,5,6
Legal and regulation	It was noted that simplifying the legal and regulatory environment for young entrepreneurs can be accomplished through the use of three initiatives: influencing the political agenda, reducing administrative costs and cutting the time to market.	2,6
Tax incentives	Providing tax breaks to young entrepreneurs reduces the burden of financial pressure and enables them to quickly achieve the hurdle rate required by venture capitals.	2
Gender	Encouraging diversity in the entrepreneurial environment establishes an atmosphere of creativity which is critical to the generation of new innovations.	4
Risk Management	Providing young entrepreneurs with risk management tools and techniques will enable them to counter the pressures of starting up a new business.	4
Sustainability	Ensuring the long term longevity of a business can be accomplished through creating a flexible working environment and considering all stakeholders (including the environment) when embarking on new endeavors.	5

It was noted that the recommendation identified could be sorted into levels of decreasing importance: critical, supporting and facilitating. Critical recommendations such as education and media and credibility were noted as being essential to effectively and efficiently establishing a startup enterprise. Supporting recommendations concerning legal and regulation environment were identified as being applicable to overcoming multiple challenges while facilitating recommendations such as gender were identified as novel ways to improve the entrepreneurial environment.

### **Facilitators**

Chair: Andrea Rounce

Analysts:

- Michele Canzi
- Bradley Kalgovas

Group Leaders:

- Christina Ye Wang
- Vladimir Okhmatovski

### **Statistics:**

- ✓ Universities: 39 (Ryerson University, Western University, University of Cape Town, Institut de Formation Bancaire Luxembourg, University of Edinburgh, Bocconi University, University of Exeter, Deakin University, Universidad Nacional Autonoma de Mexico, University of New South Wales, University of Manitoba, Keio University, San Yat-Sen University, Catholic University of Leuven, Surgut State University, Macquarie University, Swinburne University of Technology, Tomsk Polytechnic University, Dalien University of Technology, University of Alberta, University of Queensland, Strathclyde University, Leiden University, Camosun College, University of Windsor, Tsinghua University, Al Yamamah University, Nankai University, North-West University, University of British Columbia, People's Friendship University of Russia, University of Dar-es-Salaam, Christ University, Punjab Technical University, University of Portsmouth, Universidad Autonoma del Estado de Morelos, National Taiwan University, Fudan University, University of Johannesburg)
- ✓ Countries: 17 (Canada, Saudi Arabia, United Kingdom, China, The Netherlands, Australia, Nigeria, India, Japan, Mexico, Italy, Belgium, South Africa, South Korea, Tanzania, Russian Federation, Luxembourg)
- ✓ 5 professors, 52 students
- ✓ Others: 7 (2 Parliamentarians; 5 Other)
- ✓ A total of 69 people were participating in the Joint Session

### **Joint Session №2: Innovations in Sustainable Development**

A total of 81 people discussed topics related to innovations in sustainable development (64 students, 14 professors and 3 parliamentarians). Five subtopics were divided amongst 9 round tables with 6-10 people per table:

1. How can young people be better prepared to participate in and drive the global innovation agenda? (Two Tables)
2. Are there adequate incentives in G20 countries for innovative ideas to become a reality? (One table only)
3. What are the challenges in moving from a manufacturing or resources dependent economy to one driven by innovation? (Two tables)
4. What technological and energy infrastructure is needed to foster innovation for sustainable development? (Two tables)
5. What educational infrastructure is necessary to foster innovation in learning? (Two Tables)

### **Recommendations**

1. Allow flexibility and creativity within developmental frameworks such as education systems and company structures.
2. Invest in education systems that enable personal development and foster creative problem solving skills and abilities. For example, moving to a non-linear education framework with individual mentoring of students by teachers.
3. Encourage collaborations that enable sharing of knowledge and resources amongst countries with different cultural values and viewpoints that will give rise to a diversity of approaches for solving sustainable development problems. For example:
  - Initiatives that make it easier to transfer technologies between countries e.g. technological conferences/forums.
  - A patent system focusing on the transfer of ideas instead of restricting access based on revenue gain for the owners.
  - Business leaders becoming involved in the education system and mentoring students.
4. Empower governments to take an active role in developing frameworks that provide recognition to innovative projects and, in so doing, become the link between businesses and young innovators.
5. Ensure investment in projects for innovation to provide incentives to young innovators. For example:
  - The creation of a fund for innovative projects.
  - The creation of local competitions within schools or local government areas.
  - Government funding initiatives such as those in Germany that enabled countrywide adoption of solar power.

### **Statistics:**

- ✓ Universities: 48 (Higher School of Economics, National University of Singapore, Australian Catholic University, Deakin University, University of the Fraser Valley, McGill University, University of Manitoba, University of Queensland, Clemson University, Murdoch University, University of Indonesia, Slovak University of Agriculture in Nitra, Macquarie University, Swinburne University of Technology, Tomsk Polytechnic University, University of Barcelona, Tokyo Institute of Technology, University of Alberta, University of Tsukuba, Centennial College, Tsinghua University, UQAM, Universidad Nacional Autónoma de México, Michigan State University, Al Yamamah University, Nankai University, Cardiff University, University of New South Wales, North-West University, Tokyo Institute of Technology, Nelson Mandela Metropolitan University, Soku University of America, University of British Columbia, Bocconi University, MGIMO, People's Friendship University of Russia, University of Kent, Saint-Petersburg State University, Korea University, Tamkang University, University of the Free State, Centennial College, University of Macau, North-Eastern Federal University, National Taiwan University of Science and

Technology, Royal Institute of Technology, Utrecht University, IYEA, University of Johannesburg) and 3 organizations (Plant-for-the-Planet, Bob Pacheco for Walnut City Council, Lord Buddha Education Foundation)

- ✓ Countries: 21 (Singapore, Germany, Italy, UK, Australia, Mexico, Indonesia, Canada, USA, Russian Federation, China, Netherlands, Japan, South Korea, South Africa, Taiwan, Slovakia, Saudi Arabia, Spain, Nepal, Sweden)
- ✓ 14 professors, 64 students
- ✓ Others: 3 (3 Parliamentarians)
- ✓ A total of 81 people were participating in the Joint Session

### **Joint Session № 3: Global Migration Issues: Cultural Dimensions, Working Places and Globalization**

We, the participants of the G20 Youth Forum Joint Session 3 on Global Migration, believe that proactive and comprehensive global migration policies must be adopted by the international community in order to encourage intercultural respect and understanding, to ensure the protection of immigrant labor, welfare and political rights and to ensure successful economic outcomes for both countries of origin and host countries. Global migration, defined as the plethora of issues regarding the movement of people across nation-states, borders and cultures, represents a burgeoning global responsibility. As a result of this Joint Session, we recommend the following resolutions be adopted by the members of the G20 community:

#### **I. Creating an International Framework on Global Migration**

We recommend that countries commit to developing an international body to govern existing and emerging issues in global migration. This body should have dedicated, regular meetings between both G20 nations and nations with outgoing and incoming refugees.

#### **II. Improving the Rights of Migrant Workers**

We call for the revision of labor regulations in order to ensure that migrants are given equal treatment by employers. Migrant-specific protections for equal compensation must be in place in the short-term to prevent workplace discrimination, which leads to lesser migrant safety, equitable treatment and barriers to achieving legal retribution for migrants. Lack of adequate migrant labor protection also prevents migrants from accessing meaningful advocacy and lobby efforts, such as representation in trade unions.

Regulations should be in place to ensure that foreign corporations provide benefits to the local population. This will minimize the impacts of poaching high-skilled migrants from their origin communities to host countries.

We call for the development of bilateral and multilateral frameworks that explicitly aid the mutual recognition of professional qualifications across borders. This will allow every migrant to reach their full potential by using their skills, experiences and education to contribute to their own well-being and to the community. In situations where qualifications are not equivalent, we call for countries to develop programs to equip migrants with opportunities to learn additional skills and education to supplement their knowledge.

#### **III. Refugees, Asylum-Seekers and Stateless Individuals**

We hold that Western and developed nations with a greater capacity to take a higher quota of refugees must do so. We emphasize that developing nations are currently sheltering the majority of refugees, yet lack capacity to do so in fair and equitable ways.

We condemn involuntary detention of asylum seekers in refugee camps and detention centers as a fundamental violation of human rights. We also encourage countries not to prevent access to health and education for refugees.

We strongly encourage the UN and the global community to develop a comprehensive, coherent policy for accepting refugees and asylum seekers in order to more effectively address the global refugee crisis. Transparency in national policies on achieving resident status and citizenship must also be implemented in ways that are accessible to refugees.

We propose that countries create national refugee councils dedicated to the integration and equitable treatment of refugees in order to facilitate their transition. Specifically, national councils should seek to build working opportunities or allow refugees and asylum seekers to access work to improve their dependent status. This partnership would help decrease the financial burden that refugees necessarily impose on host countries.

#### **IV. Government Policies Toward Multiculturalism and Community Participation**

We believe that governments should provide fundamental support for migrants to become integrated into society. This can be done with the partnership of existing migrant communities to form educational programs that are rights-focused, language-focused and employment-focused and taught by former migrants to aid cultural transition. Facilitating interaction between former migrants and current migrants through volunteerism, cultural mentor programs and funding for cultural community organizations can help facilitate the transition to a new location.

Recognizing that there are specific barriers in many migrant communities for women's participation such as familial obligations, unequal education between men and women, basic literacy and the need for childcare services, special consideration should be accorded to the needs of women, especially those with dependents and there should, when possible, special pathways for the attainment of legal status in the country.

We call upon state governments to incorporate mandatory intercultural education. Supporting such education is fundamental to building respect for human beings everywhere.

Governments should seek to implement proactive education on the importance of understanding global migration issues. Specifically, media campaigns dispelling myths and highlighting economic and cultural benefits of migration should be implemented within educational regimes.

#### **V. Human Trafficking, Slavery and Forced Labor in the Globalized World**

International standards and definitions for human trafficking, questionable immigration and forced labor need to be reviewed in order to progressively and collectively embrace responsibility for solving problems. Countries must act transparently and openly to achieve progress in this regard.

Clear accountability for the role of corporations in human trafficking needs to be established regarding:

- Corporate responsibility for poor working conditions;
- Origin country policies on the actions of international corporate activities;
- Legal obligations of host countries to preempt violence, forced labor and trafficking.

The structural and root causes of trafficking need to be evaluated and considered for future humanitarian initiatives. We must target poverty and lack of education in communities where such socioeconomic factors

lead victims to be trafficked more easily and to become revictimized when adequate accountability measures are not in place.

Host countries need to integrate and adopt post-trafficking rehabilitation initiatives in collaboration with countries of origin to achieve long-term success and participation of victims in their communities.

### Statistics:

- ✓ Universities: 54 (National University of Singapore, Albert-Ludwig-Universität, Qatar University, Bocconi University, University of Edinburgh, Australian Catholic University, Universidad Nacional Autonoma de Mexico, Katholische Universität Eichstätt, University of Indonesia, University of Manitoba, University of Queensland, University of New Brunswick Saint John, Dominican University College, Michigan State University, Deakin University, University of New South Wales, Catholic University of Leuven, Macquarie University, North-Eastern Federal University, Swinburne University of Technology, Dalian University of Technology, University of Alberta, Michigan State University, Leiden University, Nankai University, University of Tsukuba, Camosun College, HEC Montreal, UQAM, University of Manchester, Strathclyde University, Tsinghua University, Murdoch University, Curtin University, Clemson University, Korea University, North-West University, Siberian State University, Christ University, Medan Area University, Los Andes University, University of Buckingham, Erasmus University, Tamkang University, Ohio State University, Beijing Normal University, University for Humanistic Studies, University of the Free State, Victoria University of Wellington, University of Macau, Punjab Technical University, HAAGA-HELIA University of Applied Sciences, Universidad Autonoma del Estado de Morelos, University of Western Australia) and 5 organizations (Physicians for Human Rights, Cercle National de Réflexionsur la Jeunesse, Chinese Rock Leadership Association, REMA Professional Services, National Youth Council of Nigeria)
- ✓ Countries: 24 (Singapore, Germany, Qatar, Italy, UK, Australia, Mexico, Indonesia, Canada, USA, Belgium, Russian Federation, China, Netherlands, Japan, India, South Korea, South Africa, Nigeria, Colombia, Taiwan, Lithuania, New Zealand, Finland)
- ✓ 12 professors, 83 students
- ✓ Others: 9 (4 Parliamentarians, 1 General Secretary, 1 Country Chair, 1 Coordinator, 1 President, 1 Founder & Director, 1 Intern to the Director of International Policy and Partnerships)
- ✓ A total of 104 people were participating in the Joint Session.

### 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 3 TOPICS ARE THOSE OF THE THREE SESSIONS WORKING ON EACH OF THESE TOPICS. THEY DO NOT NECESSARILY REFLECT THE POSITION OF ALL THE JOINT SESSIONS PARTICIPANTS.

# G20 | YOUTH FORUM

G8 & G20 Alumni Association

Headquarters: SFC & Trust SA, 14 Rue de Rhône CP 5670,  
1211 Genève 11, Suisse

- ☎ +41-22- 518-16-31
- ✉ [g20youth@g20youth.org](mailto:g20youth@g20youth.org)
- 🌐 [www.g20youthforum.org](http://www.g20youthforum.org)

