



# **Kuwana Junior Communique**

**Kuwana City, April 26th, 2016**

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## **Preamble**

The 2016 Junior Summit in Mie was held in Kuwana City on April 22nd-26th in connection with the G7 Ise-Shima Summit for the purpose of fostering international dialogue between youths from around the world. A total of 28 participants, two boys and two girls aged 15-18 from each G7 member country, actively took part to discuss in line with the main theme of the G7 Ise-Shima Summit, "The Planet for the next generations: the environment and sustainable society", along with the two sub-themes, "Coexistence of environmental protection and economic development" and "Towards a better society and a better world". The results of their research and discussions are compiled here as the Kuwana Junior Communique, a humble document that we hope will encourage discussion on the important issues described hereafter.

*One week prior to the commencement of the Junior Summit, a 7.0 magnitude earthquake struck Kyushu, an island in the southwest region of Japan. The Junior Summit participants would like to express their heartfelt sympathy for the victims.*

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## **Climate Change and Decarbonization**

Saving Our Beautiful Planet

## **Economic Inequality and Inclusive Growth**

Breaking Down Barriers to Inclusive Economic Growth

## **Human Capital Development**

Education for All Primary and Secondary School Children

## **Overcoming Gender Inequality**

Overcoming Gender Inequality in Work and in School

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## Climate Change and Decarbonization

### Saving Our Beautiful Planet

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#### Introduction

Today, the science is unequivocal: humans have been driving global warming through the extensive burning of fossil fuels. Fourteen of the fifteen hottest years on record have occurred since the turn of this century. The Intergovernmental Panel on Climate Change (IPCC) warns of disastrous consequences on agriculture, water resources, ecosystems and human health if countries do not take action now. To stay below 2 degrees Celsius (i.e. the global “carbon budget”), the world will need to get to zero net emissions before the end of this century.

In order to combat the devastating consequences of climate change, the G7 nations should implement greater carbon pricing mechanisms, increase investment in renewable energy technology and start making investments in urban green infrastructure development.

#### Problem Statement: The Gloomy Case for Climate Change’s Status Quo

As Al Gore stated in his famous TED talk *The Case for Optimism on Climate Change*, “global society relies on dirty, carbon-based fuels for 85 percent of all the energy that our world burns every year.” The evidence for rapid climate change is compelling and irrefutable:

- **Sea levels have increased** 17 centimeters in the last century.
- **Oceans have warmed**, with the top 700 meters of ocean showing warming of 0.302 degrees Fahrenheit in the last five decades.
- **Ice sheets have shrunk** 150 to 250 cubic kilometers of ice per year between 2002 and 2006 while Antarctica lost about 152 cubic kilometers of ice between 2002 and 2005.
- **Extreme events:** heat waves, coastal flooding, extreme precipitation and severe droughts are dramatically increasing in frequency and severity.
- **Oceans have acidified** by about 30 percent, with the amount of carbon dioxide absorbed by the upper layer of the oceans increasing by 2 billion tons per year.

All of these anthropogenic changes to Earth’s climate have detrimental impacts on food security, biodiversity, health and economies for developed and developing nations.

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## **Solution #1: Carbon Pricing via Carbon Tax and Emissions Trading Schemes**

Even with the outstanding developments in renewable-energy technologies, the transition from climate-wrecking fossil fuels to climate-friendly energy technologies will require creating an incremental action plan that carefully balances environmental protection measures alongside economic growth. Increasing carbon taxes will transform energy investment, re-shape consumption patterns and reduce carbon emissions that are driving global warming.

Therefore, we propose that G7 nations should implement carbon tax and emissions trading schemes within their respective countries in order to:

- **Encourage alternatives:** carbon pricing makes investments in low-carbon or carbon-free technologies attractive, getting us closer to a combination of cheap, carbon-free energy sources, and ensures that fossil fuels are used efficiently.
- **Spur creation of new jobs and innovation:** revenue generated from carbon pricing can cut taxes and costs for people on lower income, reduce income taxes, and encourage investments that bring new jobs.

## **Solution #2: Renewable Energy Generation**

There is a very bright future for the role renewables can play in reducing greenhouse gas emissions. 2015 produced a new record for global investment in renewable energy. Renewables made up 53.6% of the gigawatt capacity of all power-generating technologies installed in 2015, the first time it has reached a majority, and prevented 1.5gigatonnes of CO<sub>2</sub> in 2015.

Additional investment in both solar and wind power remain the two most viable renewable energy alternatives for both G7 and developing nations. Both concentrated and photovoltaic solar power technology produces no air or water pollution and no greenhouse gases. Solar energy is predictable and most efficient when utility rates are highest. Also, wind turbines do not release emissions that pollute the air, do not require water for cooling, keeps electricity rates low and protects consumers against fossil fuel price volatility. Both sources suffer from lack of innovation in energy storage, so we also encourage investment in energy storage and building grids.

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### **Solution #3: Climate Change Adaptation and Mitigation via Urban Green Infrastructure Development**

Governments should promote zero-energy buildings, which are equipped with technologies that produce enough electricity from renewable energy sources to meet their own annual energy consumption requirements. G7 nations can utilize the revenue generated from carbon pricing strategies to accomplish the following:

- **Install LED lights in public infrastructures:** we can install these technological developments in places such as schools, hospitals and offices to lower energy consumption and improve energy efficiency.
- **Construct energy efficient residential and public building designs:** these layouts should improve heat and light efficiency and fix standards in housing designs that ensure a minimum gain of energy efficiency.
- **Urban forests:** block off spaces within cities to cultivate and grow urban forests to combat air pollution and urban heat while improving water management and energy usage.

The environmental synergies generated can promote the implementation of multifunctional, integrated green infrastructure for mitigating and adapting to climate change.

### **Conclusion**

Climate change is one of the greatest global challenges of our time. It threatens to completely undercut decades of development progress and puts lives, livelihoods and economic growth at risk. Achieving an agreement for major reductions in carbon emissions at the 2015 Paris Climate Conference in December was a crucial step forward but not close enough. Japan can take a stronger leadership role in advocating for greater investments in climate reduction measures because on July 7<sup>th</sup>, 2015 Japan submitted its Intended Nationally Determined Contribution (INDC), which included an estimated emission reduction of 26% below 2013 emission levels by 2030. Looking to the next generation, these kinds of commitments inspire other countries to work towards innovative sustainable technologies and demonstrate stronger leadership on combatting climate change.

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## **Economic Inequality and Inclusive Growth**

### **Breaking Down Barriers to Inclusive Economic Growth**

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#### **Overview**

The G7 should be proud of the efforts it has made in contributing to the remarkable reductions in extreme poverty worldwide. While pro-growth policies such as trade liberalization and privatization have allowed many developing countries to grow relatively rapidly, the wealth accrued has tended to concentrate in a minority of the population. Currently, 42% of the world's total income is earned by the richest 10% of the population, whereas the poorest 10% of the population only earn 1% of the global income. When the middle class sees wages stagnate while a few reap most of the rewards, the effects are a loss of trust in political leadership, voter apathy, overly nationalistic tendencies, and tensions along race, class, and ethnic lines. To reduce inequality, G7 countries must promote inclusive economic growth strategies as part of their macroeconomic policies, playing a leadership role for developed countries (global north) and developing countries (global south). Here, we offer recommendations on solutions that may not directly benefit the G7 in the short-term, but in the medium and long term such policies will ultimately support a more sustainable and equitable global society and result in eventual returns on investment to developed countries.

#### **Addressing the Capital Gap Between Developed and Developing Countries**

With lack of opportunities to get jobs with enough pay and safe working conditions in developing countries, we will continue to see labor migration as unskilled labor moves into rich countries to seek higher wages. We recognize the importance of increased labor mobility from developed to developing countries, and we hope that in the future, countries will be more open to increased labor mobility as a development objective. At the same time, G7 countries must take urgent action to support strategies that make southern economies more self-sustaining and attractive for local workers, and this often means quality infrastructure (such as transportation and access to electricity), healthcare, sanitation, and the like. Our recommendations below will require governments to incentivize G7 firms that are wary of the sustaining losses on their investments in developing countries, and we also encourage the sharing of information and best practices as well.

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1. Transfer of technology (in the areas of clean energy generation, pharmaceuticals, mobile financial technology, transportation and delivery etc.) from developed to developing countries, by providing tax breaks and other incentives for firms making investments abroad
  2. Support for the development of local and regional research and innovation clusters where a country's human capital can generate and commercialize innovative technologies. These clusters will include workers trained by experts from abroad who can provide maintenance and support for various plants, factories, equipment, etc.
  3. Encourage entrepreneurship in developing countries through the provision of private and public funds from developed countries (such as microcredits), and through the easing of local regulations regarding new business formation.
  4. Share necessary knowledge with the local labor force on best practices (ex. occupational health, certain technical knowledge) that can ensure they are as productive as they can be.

### **Corruption and Tax Evasion**

Corruption and tax evasion affect both developed nations and emerging economies in several ways. The first is a loss of wealth - more than 5% of the global GDP is lost to corruption and an estimate of 8% is lost in tax havens. Meanwhile, between 2001 and 2010, developing countries lost \$5.9 trillion USD from illegal transactions. Tax evasion forces the average taxpayer in developed countries to compensate for money hidden from taxation by the ultra-rich through additional taxes or intergenerational debt. The second is an erosion of trust in government. When \$1 trillion USD is lost in the form of bribes, this affects how citizens perceive their governments, making it even more difficult to get public support for social policies needed to realize inclusive growth. Third, corruption and tax evasion can convince potential investors to remain skittish about foreign direct investment (FDI) to developing countries, resulting in greater capital disparities and reducing entrepreneurial initiative in these countries.

We propose that G7 countries take the lead in anti-corruption and tax evasion efforts by:

1. Simplifying the process to start businesses, limiting contact between government officials and private citizens in a one-stop shop model (i.e. a client can use a complete service, perhaps do it all online, without being directed to other offices).



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2. Creating a safe, simple, cost-effective and transparent way for people to transfer money between and within countries, making taxation more transparent and ensuring everyone (and every corporation) pays their fair share.
  3. Supporting civil servants who have the greatest incentive to break the law with a fair living wage.
  4. Establish a unitary tax, as well an international regulatory framework to prevent tax avoidance by corporations.

**Conclusion:**

In order to create a sustainable global society, we encourage the G7 leaders to review our points. Working with developing countries in order to decrease capital gaps, and addressing corruption and tax evasion will make it easier for developing countries to get further investment needed to grow, thus decreasing the wealth gap between the global north and global south. As consumer demand from the global south reaches the global north, and firms in the global north find it easier to invest in the global south, the citizens of all countries stand to benefit.

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## **Human Capital Development**

### **Education for All Primary and Secondary School Children**

**Authors:** Patrick Stillman (UK), Giulia Ambrosiani (IT), Ryan Hawa (CN), Kei Sugamiya (FR), Gerold Stabel (GR), Ami Kato (JP), Kaitlyn Nicholls (US)

#### **Introduction**

We, as the future generation of the G7 community, strongly believe that every uneducated child is a missed opportunity. The G7 countries have launched a number of initiatives, such as the Global Partnership for Education (GPE) and Global Education First Initiative (GEFI), to increase their support for education and have achieved remarkable progress. However, there still remain 60 million children who do not have equitable access to a decent education. The advantages to G7 countries are numerous: education promotes environmental sustainability measures, gender equality, saves lives through increasing health access and awareness, and education ultimately leads to strong inclusive growth.

Education should be a universal right for all. Therefore, we propose that the G7 countries should further expand educational opportunities for primary school children and secondary school children through increasing access to education and school retention, improving the quality of educational learning, and promoting the development of real-world skills that can improve students' economic well-being, social well-being and global citizenship.

#### **Problem Statement #1: Lack of Access + Low School Retention**

Across developing countries and fragile and conflict-affected areas (FCACs), the most significant barriers to school enrollment and completion include unaffordable supplemental costs, a shortage of classrooms in rural and marginalized areas, and humanitarian emergencies brought upon by natural disasters or conflict.

#### **Solution #1: Increasing Domestic and External Expenditure for Primary School Global Education Partnerships**

In order to improve access to universal primary school education, education quality and equitable educational opportunities for children, the G7 and developing countries must increase government spending for existing commitments to the Global Partnership for Education and Global Education First Initiative.

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With increased domestic and external expenditure for primary school global education partnerships such as GPE and GEFI, we can accomplish the following:

- **Putting every child in school via decreasing unaffordable secondary costs:** eliminating cost barriers to attending and completing basic primary school education via reducing costs for textbooks, school supplies, teacher salaries and school maintenance.
- **Build more classrooms and equip schools with high quality classroom materials and resources:** building more schools, equipping classrooms with up-to-date books and learning materials and utilizing information and communication technology to expand access to quality of learning, especially access inequities for rural and marginalized children.
- **Prioritize education during humanitarian crisis:** guaranteeing education should be a central component of a nation's response to humanitarian emergencies. We can ensure it composes at least 4% of the overall humanitarian budget.
- **Increase training for more teachers:** we can place more value on teachers in communities by raising their salaries as part of this government expenditure and make sure teachers receive basic training to teach literacy and numeracy skills.

### **Problem Statement #2: Low Quality Teachers and Dangerously Irrelevant Education**

Compounding the overall education crisis, the lack of qualified teachers, a poor foundation for early learning and lack of relevant education programs that prepare students for life within their countries also prevents educational opportunity for millions of secondary school children in developing countries.

### **Solution #2: Partner Schools Initiative – Building A New Educational Model for Secondary School Education**

We strongly believe that students living in impoverished areas should have a strong primary school education, but countries must also invest in secondary school education. For these older children, although improving academic ability is important, it is more important that these children build real-world skills that enable students to improve their financial futures and general human well-being. Children from G7 countries also desperately need the same relevant skills that will prepare them for higher education and the workplace. G7 countries will collaborate more with emerging markets in developing countries, meaning children will need to learn how to collaborate with people in developing countries for their future, acquiring foreign language acquisition skill and greater cultural understanding. These life

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skills include literacy, financial management and entrepreneurial skills, administrative capabilities in teamwork, problem solving and project management, health diagnosis and management skills, and global citizenship skills.

Our model, called the “Partner Schools Initiative” (PSI), would pair a school from a developed nation with a school in a developing nation with the aim of cultivating students who have strong cultural awareness, cross-cultural collaboration skills and global leadership skills. In this model, the focus of schooling shifts from traditional standardized testing-based education programs to global, experiential learning based outcomes. In this model, cross-cultural entrepreneurship, financial management training, health education and literary projects are mandatory parts of the curriculum for both schools. This student-centered learning program would require curriculum to go beyond teaching basic academic subjects such as math, science, history and literature, but also incorporate many groups projects where students solve complex problems and manage projects collaboratively with students from the partnering institution. Schools evaluate students on their progress developing these skills and also place a heavy emphasis on international service projects, international case study conferences, and international student exchanges with the partnership institution and the impact their work has on improving the economic or social well-being of the country’s community and its people.

A full implementation of this approach would see students tackling real-life problems within their respective communities. For example, entrepreneurship projects could include identifying business opportunities within their communities such as growing school gardens or community recycling which result in real social value. Health projects could include teaching students about basic health behaviors, such as washing hands or boiling water and hanging malaria nets.

### **Conclusion**

As the G7 nations set out to accomplish the Sustainable Development Goal of ensuring inclusive and quality education for all and promote lifelong learning, we must face the fact that more must be done to address the current education crisis. We are failing to fulfill our educational promise because children cannot access quality educational opportunities or are forced out of completing their education in both primary school and secondary school.

As the youth of the G7, we would like to make a call to action that you consider our proposed solutions. The issues that result from having an uneducated population are cyclic. Social

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issues such as poverty, poor health, gender inequality and climate change remain unchallenged and further entrenched. In order to escape this cycle, we must break the chains that keep the world's most vulnerable and impoverished children from exploring their full potential. As a result, the next generation of children in both G7 nations and developing nations will have greater opportunities for learning in a more peaceful world.

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## Overcoming Gender Inequality

### Overcoming Gender Inequality in Work and in School

**Authors:** Akansha Ravishanker (US), Maxim Makarov (CN), Umi Maisy (FR), Mariano Maresca (IT), Haruki Inaba (JP), Jessica Monkman (UK), Thea Hammer (GR)

#### Introduction

In the Leaders Declaration of the G7 Summit 2015, high priority was given to issues of gender inequality. Promoting full participation in the workplace and empowerment of all women and girls will be of high emphasis at this year's G7 Ise-Shima Summit as well. In the results of our discussion, we concluded that the G7 needs to provide *leadership* to the rest of the world on issues that greatly affect girls, women, development, and economic growth. Particularly, we stressed the importance of changing norms in the workplace, which will underscore the necessity of high quality education for women and girls, as well as the need for equal access to education.

#### Problem #1: Glass Ceiling for Women in the Workplace

In nearly every region in the world, women earn less, are expected to bear the lionshare of the child rearing, and are underrepresented in business and political leadership roles. A more inclusive workplace is key to reversing these trends, and efforts to assess a variety of indicators related to gender equality first in the workplaces of G7 countries and then worldwide will be beneficial in educating the general public, businesses, and government leaders. However, we also recognize that that modern occupational health and safety laws emerged, for example in the US, from more than a hundred years of tragic deaths, public shock, and legislative battle – despite advocacy by a number of US Presidents.

#### Solution #1: Workplace Inclusivity Score

The major difference between then and now is that today, governments can collaborate with the private sector to collect, analyze, and utilize data. To improve public awareness and reward companies and organizations that create environments where men *and women* can thrive, we suggest that the government listen to industry and collaboratively create a simple online tool that helps workers report, a few times a month, their workplace satisfaction on a variety of gender-related issues. Some of these issues include prospects for promotion, satisfaction with management and leadership, ease of taking maternity and paternity leave, support for enrolling children in childcare services, and equal opportunities to invest in one's human capital through training. The tool would aggregate this data to provide a **Workplace Inclusivity Score (WIS)** for various companies and organizations that job-

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seekers, government agencies, and the general public can see and talk about. This score would be accessible online and updated in real time, and can help talented workers decide where to work and contribute their talents (thus rewarding firms with high or growing WIS scores), as well as help managers understand the relationship between such as score, and a company's economic performance (ex. rate of business failure or stock market performance). We believe that celebrating the successes and progress made by these firms and organizations and sharing the information with all stakeholders will accelerate the changing of norms in workplaces in G7 countries and beyond.

### **Problem #2: Lack of Internet Access Limits Support for Teachers**

The WIS score can provide an environment that supports women in the workplace, so ensuring young girls receive high quality education comparable to that of young men is the next step, particularly in developing countries. In 51 countries in the world girls' enrollment rates (female-male ratio) is above the global mean (0.79 female:male), but the average learning outcomes for girls is below average basic competency level. We know that good teachers can help students master a year's worth of curriculum in one academic year, while students with great teachers can advance by 1.5 years or more (Hanushek and Rivkin 2010). Therefore, improving the education of youth in developing countries requires providing the right incentives for teachers first to enter the profession, and then improve their skills from good to great. UNESCO estimates that roughly 6.2 million new teachers will be needed to cover all the educational needs of students in Sub-Saharan Africa alone. These new teachers will need training, good pay and benefits, and access to resources in order to thrive in their roles as educating the majority of the world's youth.

### **Solution #2: Expand Internet Access to Support Teachers and Girls' Education**

We support G7 leadership in **expanding internet access**, to more of the developing world, in order to support teacher training and educational resource sharing as well as enabling mobile payments. These investments can help incentivize more people to become teachers, supporting their training, and ensuring timely pay & benefits. As more trained and motivated teachers are available to work in schools, class sizes should get smaller, girls' education quality should increase, and this will help make them more competitive in the global workforce.

### **Problem #3: Gender Gaps in Education**

Creating inclusive workplaces and increasing the quality of education and number of teachers will give girls and women greater opportunities, but more direct incentives are needed to

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ensure girls are enrolling in schools. There are still approximately 80 countries in which the gender gaps in enrollment rates have not narrowed enough.

### **Solution #3: Expanding Conditional Cash Transfer to Ensure Girls Go to School**

In these cases, conditional cash transfer (CCT) may be an important tool. In countries like Bangladesh, such measures have greatly helped reduce the number of early marriages and high-risk pregnancies while also increasing the percentage of female secondary school graduates. We propose to expand the number of CCT programs in countries with gender gaps in education. Our proposed conditional requirements for the CCT payments include a high percentage of yearly school attendance (85%) and a reasonable pass rate on annual exams in order to ensure that these young women are receiving a high-quality education that gives them skills and knowledge that they can apply to future pursuits. Additionally, we recommend that special conditions are taken into account when implementing such programs; in countries where child marriages and early pregnancies frequently deter women from completing their education, a possible condition might be that women cannot marry or become pregnant until they have graduated secondary school. Previous CCT programs have stopped the cash flow during months when school is not in session or have given the entire payment in one annual installation that makes it difficult for families to budget the allowance. These infrequent payments cause many families to opt out of such programs, so we suggest that bimonthly payments are given to ensure income stability. We recommend the G7 to review the existing official development assistance (ODA) appropriations to further consider CCT as a way of ensuring higher rates of school enrollment for girls.

### **Conclusion**

As half of the global population, women represent a huge source of untapped potential in the world's economies. To participate and contribute fully to the economy, women must have opportunities in education. Beyond that, they must have a chance to contribute equally in the workforce, and as the leaders of the developed world, it is the responsibility of the G7 to lead the charge in these respects. Over time and with the use of clever policies, it is imperative that we bridge the gender gap in both developed and developing countries, which will promote the welfare and harmonious development of our society.