
Junior 8 UK Competition 2007

'Declaration' entry template



Team name: Hope for the future	School / Youth organisation: Aylesbury High School
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1. Junior 8 agenda

Focusing on the Junior 8 (J8) agenda topics, write here what you would do if you were the G8 leaders, to solve the following issues. You can write up to 300 words on each of the four J8 agenda topics. You can find [more information about the topics](#) and what we want to know from you as well as [more information on the work of the G8 leaders](#) on the J8 website.

2.1 Climate change and energy efficiency

(Your ideas on this issue should be entered in the two gray boxes below, with up to 150 words in each box)

Idea 1:

Bringing down the cost of 'greener' cars:

There are a variety of options for 'greener' cars that produce less sulphur dioxide, nitrogen oxides and carbon dioxide, so contribute less to acid rain and global warming. Alternative fuels are an option, such as biodiesel, biogas, bioethanol, pure plant oils, fuel cells or electric, hybrid (e.g. a petrol engine and a battery powered motor) and LPG vehicles (run on petroleum gas).

The inclusion of a special battery would enable vehicles to use regenerative braking which can reduce fuel consumption by up to 20% and hybrids save fuel at a rate of 30-40%.

Research grants should be given to companies who produce greener cars, to develop technologies and manufacture the cars more efficiently and economically, as it is important to sell environmentally friendly cars at more affordable prices. The carbon footprint of manufacture should be taken into account in evaluating the technology.



Idea 2:

More investment in sustainable forests:

To help offset carbon dioxide emissions, more investment should be made in organisations that promote and plant sustainable forests and governments should invest more in planting and preserving sustainable forests. This will raise awareness about the importance of preserving forests and their role in offsetting carbon dioxide emissions. It will also help to regenerate an important natural resource and make a start towards taking responsibility for and trying to counteract our high levels of emissions, while helping to reduce deforestation, soil erosion, flooding and degradation of land in member countries.

2.2 HIV/AIDS

(Your ideas on this issue should be entered in the two gray boxes below, with up to 150 words in each box)

Idea 1:

HIV/AIDS Education:

With the number of cases rising, worldwide education on HIV/AIDS needs to be improved with special, but not exclusive, focus on the worst affected areas – Africa, especially Sub-Saharan Africa. These education programmes should encourage open communication about AIDS, its causes and ways to minimise the risk of infection. It should cover safer-sex contraception methods and aim to decrease discrimination. These programmes should be implemented in conjunction with support packages. (See 2.2 Idea 2)

Travelling education programmes would benefit small rural communities. One aim would be to involve local communities and create local support and education groups to continue to educate people in the future. This would ensure that the programmes are effective and that with very little funding, they would make a difference for later generations.

Idea 2:

HIV/AIDS support:

This should parallel good education about HIV/AIDS, with the focus on LEDCs where there is currently little support for sufferers and their families.

To reduce discrimination and stigma associated with HIV/AIDS, healthcare needs to be provided alongside that of other diseases. An increase in funding would be required for existing units to allow them to provide the necessary drugs for more people. It is also

vital that a variety of new fixed and mobile medical units are set up. Testing, contraceptives and paediatric care need to be provided by all units. In addition, there should be provision for wider support, including financial help for orphans and for those too badly affected to work.

2.3 New challenges for the global economy: intellectual property rights and corporate social responsibility

(Your ideas on this issue should be entered in the two gray boxes below, with up to 150 words in each box)

Idea 1:

Multinational corporations working in partnership with local communities: Large companies should be and are partly responsible for the welfare of their employees. Multinational corporations, such as oil, clothing and food companies working in LEDCs should help and work with local communities, together with NGOs and charities with expertise in the appropriate areas. To encourage this, as an incentive, lower taxes should be imposed on companies which do this. By working in partnership with these communities, small sustainable projects in education, agriculture, energy, healthcare and food/water supplies would be created to improve quality of life. For a relatively small amount of money, these projects would benefit a lot of people. The companies involved would be able to improve public relations and generate goodwill, both in the LEDCs and at home.

Idea 2:

Lower taxes for companies that offer patented technologies to LEDCs at lower prices: One of the major problems faced by LEDCs is that they can't afford the license fees required to manufacture patented technology legally. This prevents LEDCs from getting access to revolutionary new products, such as new drugs to help combat HIV and AIDS. Therefore it is essential that patented technology is offered to LEDCs at lower prices, and a good way to encourage companies to do this is to offer tax incentives. By having the lower tax rate for companies that do this, more products would be offered to LEDCs at lower prices and LEDCs would have a more equal opportunity to be able to benefit from the new breakthroughs in science, technology and medicine.

2.4 Prospects for economic development in Africa

(Your ideas on this issue should be entered in the two gray boxes below, with up to 150 words in each box)

Idea 1:

Free teacher training courses:

To be organised and run by UNESCO (United Nations Educational, Scientific and Cultural Organisation), which already has experience of teacher training in Africa, in partnership with participating African countries.

The scheme will provide free training for male and female students aged 16-26 of any race or religion. Students will be required to have GCSE level qualifications in the subjects they will teach ('A level' and higher education is not available to many in Africa).

Training will cover core subjects of Maths, English, Science, PSHE and the appropriate national language. Other optional subjects can be included.

This scheme will enable intelligent young people to become teachers and obtain sustainable reasonably-paid employment, whilst at the same time educating future generations to provide skilled workers for a developing economy.

Idea 2:

Debt payments owed by African nations to G8 nations should be suspended for 5 years:

The interest payments should instead be spent on clean water supplies and improving a range of public services: health care, education, agriculture, roads, orphanages and/or access to cheap renewable electricity. The money should be spent in an environmentally friendly way and create and encourage sustainable employment. The resulting improvements in the economy will lead to a better quality of life for the people in Africa.

To maintain suspension of the debt, each country should provide an annual report including evidence about what they have done. Depending on progress at the end of the 5 year period, G8 members will decide for each debtor state whether to continue to suspend the payment for a further 5 year period, restart payments or cancel the debt altogether.

2. Personal statement

Your entry must also be supported by a written personal statement describing the following information:

- **Why are these issues important to you and why do you think you should represent the young people of the UK at the Junior 8 Summit 2007?**
- **How did you produce your entry and what did you learn as a group from this process?**
- **Who was involved – what role did each person play in producing your entry?**

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- **Who was consulted – how many and which young people and adults did you consult to come up with your ideas?**
 - **How did you research your entry and what types of information (e.g. books, films, newspapers, conferences, interviews, etc.) did you use?**

(Enter up to 500 words in the gray box below)

These issues are important to us as they have a major impact on the world we live in, and so affect each and every one of us. We think we should represent the young people of the UK at the Junior 8 Summit 2007 because we have a realistic and original approach to the issues and aim to provide solutions that could be put into practice successfully in the real world. We feel strongly about these issues and within our group represent several different points of view, so we are able to look at all sides of the argument. We also listen well to other people and each other and do our best to represent the interests and priorities of young people.

We produced our entry by first discussing the issues as a group and coming up with some basic ideas, then going away separately, with each of us researching the ideas for a different topic. We met again for discussion and refined our ideas based on our research. At this point we consulted adults to see if they thought our ideas were feasible. We then did a survey of young people (both boys and girls) of varying ages to see which of our ideas best represented the interests of young people. Finally, we wrote up our ideas.

During this process we learned about the importance of discussion, of listening to each other and of being able to compromise to allow for all points of view. We also learned that when completing projects it is essential to be able to work to deadlines and to delegate responsibilities throughout the group. In our group, we all took part in discussion and coming up with ideas, then researched different topic areas individually, with one person acting as the coordinator of the project.

When researching our project, we used the internet, books, newspapers and leaflets about environmental projects and projects in Africa. We also interviewed a trademarks and patents clerk about the importance of patents in industry when researching Intellectual Property Rights.