

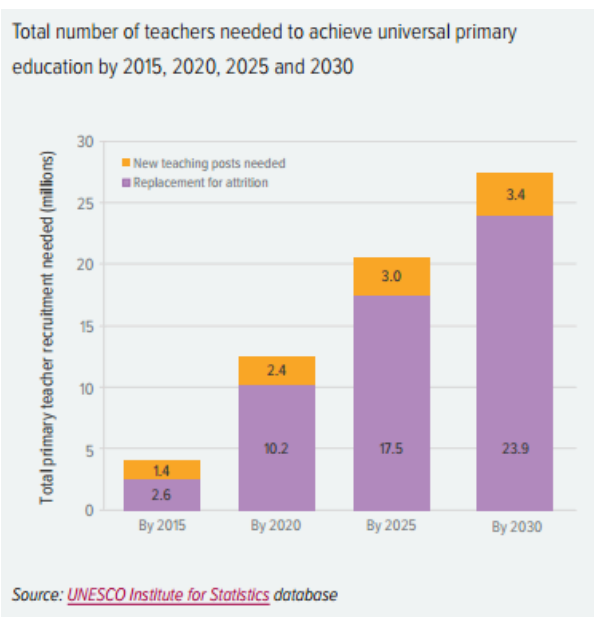
## Youth and Education in the 21st Century

At the G20 summit meeting in 2014 leaders around the world gathered to prioritize the need to enhance global education. They took steps towards including youth in developing governmental and public-private programs that would allow students to work in their host countries for a particular period of time. And, in the larger framework G20 and B20 served as a significant network that allowed youth to meet prospective employers.

However, in the past Y20 meetings there has been a lack of focus on education as a broad theme. Under Turkey's Presidency of G20 the issue of education renders an important task for the Y20 community members to examine. It is necessary to address the shortcomings of education throughout G20 member countries as well as least developed countries.

Universal Basic Skills report released in May 2015 by the Organization for Economic Cooperation (OECD) and the World Bank confirms that Turkey, Brazil, Mexico and Tunisia have shown considerable improvement in terms of participation and better student performance. Although there still is much room for change in terms of bettering the quality of education, ending inequalities between genders, mitigating the gap between urban and rural education conditions; above mentioned countries has considerable experience in reforming education system that could be transferred to less developed countries.

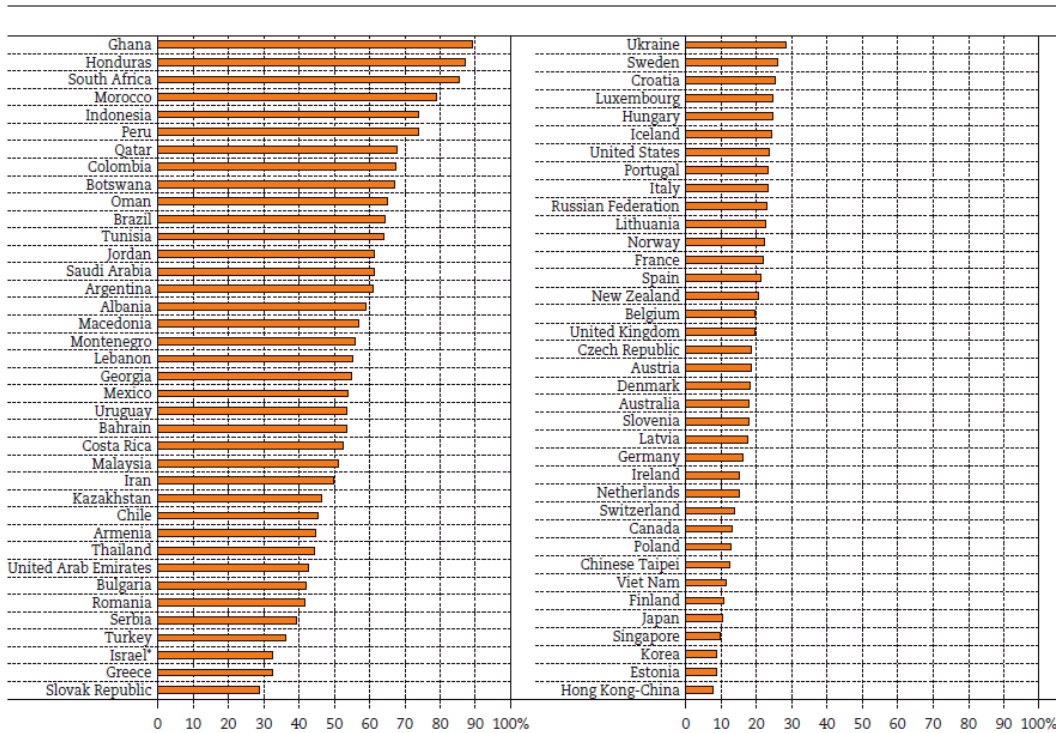
Although there has been serious improvement in primary education worldwide, there is still demand for attention from national states and international actors. Construction of suitable spaces for learning is the most basic necessity for education. In least developed countries mostly within the rural areas there is still a need for 4 million new classrooms by the end of 2015. According to Global Education First Initiative there is need for an additional 1.6 million teachers to achieve universal primary education by the end of 2015 globally.



Also the conditions of access to primary, secondary and higher education is fairly unequal in terms of gender. Most countries under-value girls' education, which results in abandonment of some 34 million adolescent girls out of school, and without proper education.

Recent data<sup>1</sup> indicates that a significant part of the World population can not acquire basic skills (modern functional literacy) under current conditions:

FIGURE 4.2 SHARE OF STUDENTS NOT ACQUIRING BASIC SKILLS



There are several issues about education that need urgent global attention. Among these are **vocational education and lack of technical training, gender inequality, discrepancy between rural and urban areas and lack of proper institutional premises** (e.g. school buildings and classrooms.) As a result of enhancing the skills essential to bridging the gap between innovation and the job market the work force will be met by young talented and highly skilled individuals. To ensure this, an essential part of the global education agenda for students should be to attain **Leadership skills** and roles within the classroom setting as an important step towards empowering youth to carry their experiences from the school to the work force in public or private sector. From small businesses to jobs in the government sector youth must be encouraged to hone their leadership skills **and take initiatives with active involvement into issues surrounding them in order** to effectively make grand strides towards positive change in their communities and societies at large.

### Investing in Youth Education

It is important to remember that investment in education serves as a transformative force in a society and that it is more lucrative in the long term. As such financial investments made today guarantee that future generations will contribute to bolstering economic growth and contributing to international peace. The investment made in education is also a way to improve the spirit of entrepreneurship. It is a crucial task for Y20 members to come together with ideas relevant to improving the connection between the job market and universities.

In the global community for youth to be empowered through quality education we need a visionary approach based learning, increase in employment opportunities and must acquire innovative skills to conceptualize a

<sup>1</sup> [http://hanushek.stanford.edu/sites/default/files/publications/Universal\\_Basic\\_Skills\\_WEF.pdf](http://hanushek.stanford.edu/sites/default/files/publications/Universal_Basic_Skills_WEF.pdf)

new future that will be realized in the hands of the quickly upcoming youth. Therefore, the question should be what we can do for ourselves, and the generations ensuing us. We must look at youth within a broader framework in which it is inclusive of younger generations.

In a world where transnationalism has allowed youth to travel across continents and national borders for educational endeavors marks a breakthrough of a robust global community in the 21st Century. Therefore, promotion of multiculturalism in education is a paramount initiative towards integration and dialogue between the youth of Y20 and the world. With a particular focus on least developed countries Y20's focus should be to reach out to address a diversity of learners. However, to achieve these goals we must first address the state of education systems across the globe where we are encountered by several issues:

- Visa requirements, which make it challenging for students to obtain, must be alleviated or removed.
- Partner universities, which allow students to obtain dual diplomas, can be set up between G20 members and least developed countries.
- Tuition inequality facing foreign students studying in G20 countries makes it difficult for those who seek to study in developed countries. Therefore, tuition rates must be reduced to reasonable amounts in which it will easily facilitate for students from LDCs to study.
- Opening up a pool of scholarships and widening the opportunities for students in least developed countries to have a better chance in seeking quality education.

### **Providing Education for Everyone (Inclusiveness)**

Throughout education policies that governments have put forth in their own context there is much to add to the debate of inclusivity within a broader global framework. Not only does this require a range of students from different socio-economic backgrounds but also we must not enforce a particular age limit. The reason for this is because we should aim to provide all neglected and underserved citizens of the global community. 'Education for all' as a motto should be adopted, regardless of the age barrier, by all Y20 and G20 members. In tandem to this message we must pay close attention to youth members of war-torn countries who must be welcomed into their host countries and provided inclusive educational opportunities in both higher education, and secondary and primary schools.

In order to tackle inequalities and provide inclusiveness in education it is a priority to confront under education worldwide in which we must begin by focusing on tangible aspects of education. Students in rural parts of the World should receive same quality of education in means of premises, teachers and learning materials. Gender inequality in education is one of the major drawbacks throughout the world. Members should take every measure needed in order to provide both genders with same opportunities not just only in education but also in employment. Apart from being a fundamental human right, inclusion of the whole eligible female population in education is a must for economic growth, functioning health policies, sustainable development and international peace. NGOs may play a particular role in transforming the mentality that views girls' education unnecessary and deformative for society.