

RESOLUTION VIII – THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

THEME : 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

CONCERN : INEQUALITIES OF OPPORTUNITY FOR UNIVERSITY GRADUATES

THE GENERAL ASSEMBLY,

Observes	that educational disparities between poor and rich countries have widened, on the one hand due to recent crises, such as the Covid-19 pandemic and global conflicts, and on the other hand due to budget cuts,
Notes	that educational disparities are also evident at the national level, such as in the US, Latin America and the UK, where graduates of elite universities are more than twice as likely to enter high-level professions (law, finance, consulting, etc.) than equally qualified colleagues from non-elite universities,
Emphasises	the importance of equal opportunities in education, not only for later professional success and mental and physical health, but also as a means of life satisfaction, trust in democracy, reducing social inequality and promoting the economy, as confirmed by the Institute for Fiscal Studies in 2024,
Reminds	on the one hand, the shortage of skilled workers in industrialised countries, where university graduates are in demand, among other things, and on the other hand, the career prospects in developing countries, which are characterised by underchallenge, over-qualification and unemployment, with 30% of 20 to 29-year-olds with a university degree in Africa being unemployed in 2023 and whose qualifications and training are rarely recognized in Western countries,
Is alarmed,	that industrialised countries, due to today's migration movements, are increasingly confronted with foreign university graduates whose skills cannot be clearly classified, so that they are forced either to repeat their education completely or to accept jobs for which they are overqualified, whereby in OECD/EU countries around one third of highly educated migrants are overqualified and occupational misallocations of migrants migrants in the U.S. lead to an estimated \$39.4 billion in annual wage losses,
Regrets	that there is no uniform method for measuring the performance of a university graduate worldwide, even though equality and education are fundamental human rights, and that little attention is paid to the issue of equal opportunities for university graduates and a performance comparison is left to employers, even though the problem has global implications,
Decides	to overcome this inequality of opportunity by enabling an International Bachelor's Degree (IBD) as a voluntary examination after a university degree, whereby skills acquired in different sub-areas of the course are examined individually and the results are presented for filling any gaps, for optimal job placement and for increasing international comparability ;
Commissions	the UNESCO Higher Education Section with the management of the project, with universities in each country being invited to make teaching materials on the IBD website available to all free of charge and exam questions to send ;
Specifies	that graduates pay a country-specific contribution to the financing of the project for taking the exams, which should range from USD 0 to USD 200 depending on the country, and that companies can buy the test results for a fee and use the resulting proceeds in the formation of disadvantaged regions.

The german text is binding.