



The Sustainability Development Goals 2025 Report





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Foreword

It is my privilege to present the GEDU Sustainability Report, covering a range of Corporate ESG activities. It is a comprehensive account of our ongoing commitment to responsible leadership and sustainable value creation. This report not only reflects our holistic approach over the past year; it underscores our unwavering belief that long-term success is inseparable from our duty to safeguard the environment, uplift society, and uphold the highest standards of governance.

In a world facing unprecedented environmental and social challenges, our mandate extends far beyond operational excellence. We are called to lead with clarity of purpose, to innovate with intention, and to contribute meaningfully to the resilience of the communities and ecosystems that sustain us. This conviction guides our strategy, shapes our culture, and anchors every decision we make as an organisation.

Throughout the year, we have intensified our efforts to strengthen our social impact, and reinforce governance practices that ensure transparency, accountability, and ethical conduct.

These initiatives are not mere obligations - they are expressions of our identity and our aspirations. We recognise that true leadership lies in the ability to create positive, lasting change while building a foundation for sustainable growth.

Each institution in the GEDU network has adopted, and will lead on the group, at least one SDG with our action plans being reviewed every six months to ensure that we deliver progress and can quantify our contribution to society in a meaningful way.

The achievements detailed in this report are the result of the dedication of our people, the trust of our communities, and the enduring partnerships that enable our progress. Yet, we remain mindful that the journey toward sustainability is continual. With renewed purpose, we will continue to push boundaries, embrace innovation, and champion initiatives that align prosperity with responsibility. Our work on the SDGs also embraces our partnership with the United Nations Institute for Training and Research (UNITAR), with GEDU managing CIFAL London, part of UNITAR's global network of 33 Centres delivering SDG-related capacity building across the world. In 2025 it was a pleasure to host a UNITAR Conference and Workshop on breast feeding and to partner with UNITAR to launch a suite of 17 bite sized courses - one dedicated to each SDG. We have distributed these courses to our community of staff and students.

As you read this report, I invite you to view it as both a reflection of our thinking and a reaffirmation of our future commitments. Together, we will strive to shape a more resilient, inclusive, and sustainable world for generations to come.



About GEDU

Global Education (GEDU) is changing lives through education and making a fundamental difference to living standards and access to learning globally.

We have operations in 15 countries, including the USA, United Kingdom, France, Germany, Spain, Malta, UAE, Saudi Arabia, Australia, Ireland and Canada.

The GEDU network includes higher education institutes such as Schiller International University, ICN Business School, MLA College, the Australian Performing Arts Conservatory (APAC), École de Management Appliqué (EMA), the Global Banking School (GBS) UK, GBS Dubai, and GBS Malta, as well as GlobalU, English Path, MetaGedu Apprenticeships, and Queen Elizabeth's Global Schools.

We have over 75,000 students across the group, with an offering spanning from K12 to Master's and PhDs, plus apprenticeships and language schools. Across each institution is a keen focus on both student experience and graduate employment to maximise return on investment for students.

GEDU and Sustainability

Through its institutions and partnerships, GEDU contributes to the United Nations 2030 Agenda for Sustainable Development, aligning its programmes and initiatives with the Sustainable Development Goals (SDGs).

By maintaining partnerships with public and private institutions, including the United Nations Institute for Training and Research (UNITAR), NGOs, governments, community groups, and other education institutes, GEDU and its global network ensure that learning outcomes and wider impact are increasingly connected to global priorities.

GEDU and the United Nations Institute for Training and Research

At the heart of GEDU's commitment to the UN Sustainable Development Goals (SDGs) is its stewardship of CIFAL London, a UNITAR-affiliated International Training Centre for Authorities and Leaders. CIFAL London serves as a hub – with global reach – for capacity building on the SDGs.

This collaboration ensures that GEDU's educational mission directly advances the Pact for the Future and strengthens implementation of the SDGs across public, private, and academic sectors.

GEDU and Sustainability in 2026

GEDU will drive activity in each of the 17 SDGs, with individual institutions taking the lead on at least one Goal. This will be in addition to their existing activity, with each institution ensuring that academic programmes and community engagement activities contribute to the broader objectives of sustainable development.

This report summarises the work already done across the GEDU group and indicates priorities for 2026 and beyond.

Executive Summary

GEDU's contribution to the United Nations 2030 Agenda is anchored in two foundational goals: Quality Education and Partnerships for the Goals.



SDG 4: Quality Education

GEDU delivers inclusive, equitable, and high-quality education across its global network. All institutions engage in curriculum reviews, teacher training, digital innovation, and widening participation initiatives to ensure learning remains accessible, relevant, and aligned with evolving sustainability and industry priorities.



SDG 17: Partnerships for the Goals

Through its stewardship of CIFAL London, part of the UNITAR global network, GEDU fosters cross-sector collaboration, policy dialogue, and knowledge exchange. Partnerships with community organisations, universities, governments,

and international bodies enable collective action toward sustainable development.

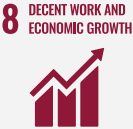
Institutional contributions to the 17 goals and 2023 agenda

Building on this foundation, each GEDU institution has a strong track record of contributing to a wide range of SDGs through their course content, targeted programmes, research, and community engagement.

Each institution leads on at least one SDG for the Group.

The table below summarises existing contribution and identifies the SDG on which each institution will lead.

SDG	Lead Institution	Broader SDG Contribution	Sample Contribution
1 NO POVERTY 		SDG 2, 5, 8, 10, 17	• Scholarships for underprivileged girls • Partnering with NGOs
2 ZERO HUNGER 		SDG 1, 3, 4, 5, 8, 9, 10, 11, 17	• Partnership with Feeding Ealing CIC and Lions Club of Heston
3 GOOD HEALTH AND WELL-BEING 		SDG 1, 4, 5, 8, 9, 14, 17	• BSc Health, Social Care and Wellbeing • MPH programmes - Student wellbeing services • TalkCampus mental health app

SDG	Lead Institution	Broader SDG Contribution	Sample Contribution
 4 QUALITY EDUCATION		All SDGs	• Each GEDU institution delivers high quality education, across the globe
 5 GENDER EQUALITY		SDG 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 16, 17	• Leadership training • Seeds of Peace Scholarship • Alignment with UN HeForShe campaign
 6 CLEAN WATER AND SANITATION		SDG 1, 4, 5, 8, 16, 17	• Campus water conservation initiatives • Hygiene awareness education • Local partnerships promoting sustainable water management and sanitation practices
 7 AFFORDABLE AND CLEAN ENERGY		SDG 1, 3, 4, 5, 8, 9, 10, 11, 13, 17	• Sustainable Villa Design Project • Renewable energy integration in construction management and digital technology curricula
 8 DECENT WORK AND ECONOMIC GROWTH		SDG 1, 3, 4, 5, 9, 10, 11, 17	• Providing skilled workers for construction sector • Supporting student entrepreneurs

SDG	Lead Institution	Broader SDG Contribution	Sample Contribution
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	 MetaGedu APPRENTICESHIPS  GlobalU	SDG 4, 5, 8, 10, 16, 17	MetaGedu Apprenticeships: • connecting education with industry addressing skills gaps employer partnerships GlobalU: • expanded digital learning platform innovation in curriculum delivery
 10 REDUCED INEQUALITIES	 Global Banking School Breaking Career Barriers	SDG 1, 3, 4, 5, 9, 10, 11, 17	• Widening participation to education • Partnership with the Purpose Coalition to support social mobility
 11 SUSTAINABLE CITIES AND COMMUNITIES	 MLA COLLEGE  APAC AUSTRALIAN PERFORMING ARTS CONSERVATORY	MLA: SDG 1, 2, 3, 4, 5, 6, 8, 9, 13, 15, 16 APAC: SDG 1, 3, 4, 5, 8, 10, 17	MLA College: • maritime and urban sustainability education APAC: • partnerships to celebrate cultural and natural heritage
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	 ICN CREATIVE BUSINESS SCHOOL PARIS - NANCY - BERLIN	SDG 1, 3, 4, 5, 7, 8, 9, 10, 11, 13, 15, 17	• Responsible Purchasing Policy • Green IT Strategy • zero-waste campus operations • circular economy principles embedded in procurement and teaching
 13 CLIMATE ACTION	 Queen Elizabeth's Global Schools	SDG 3, 4, 5, 8, 10, 11, 16, 17	• Climate literacy curriculum • Student-led environmental projects • Carbon-conscious campus design

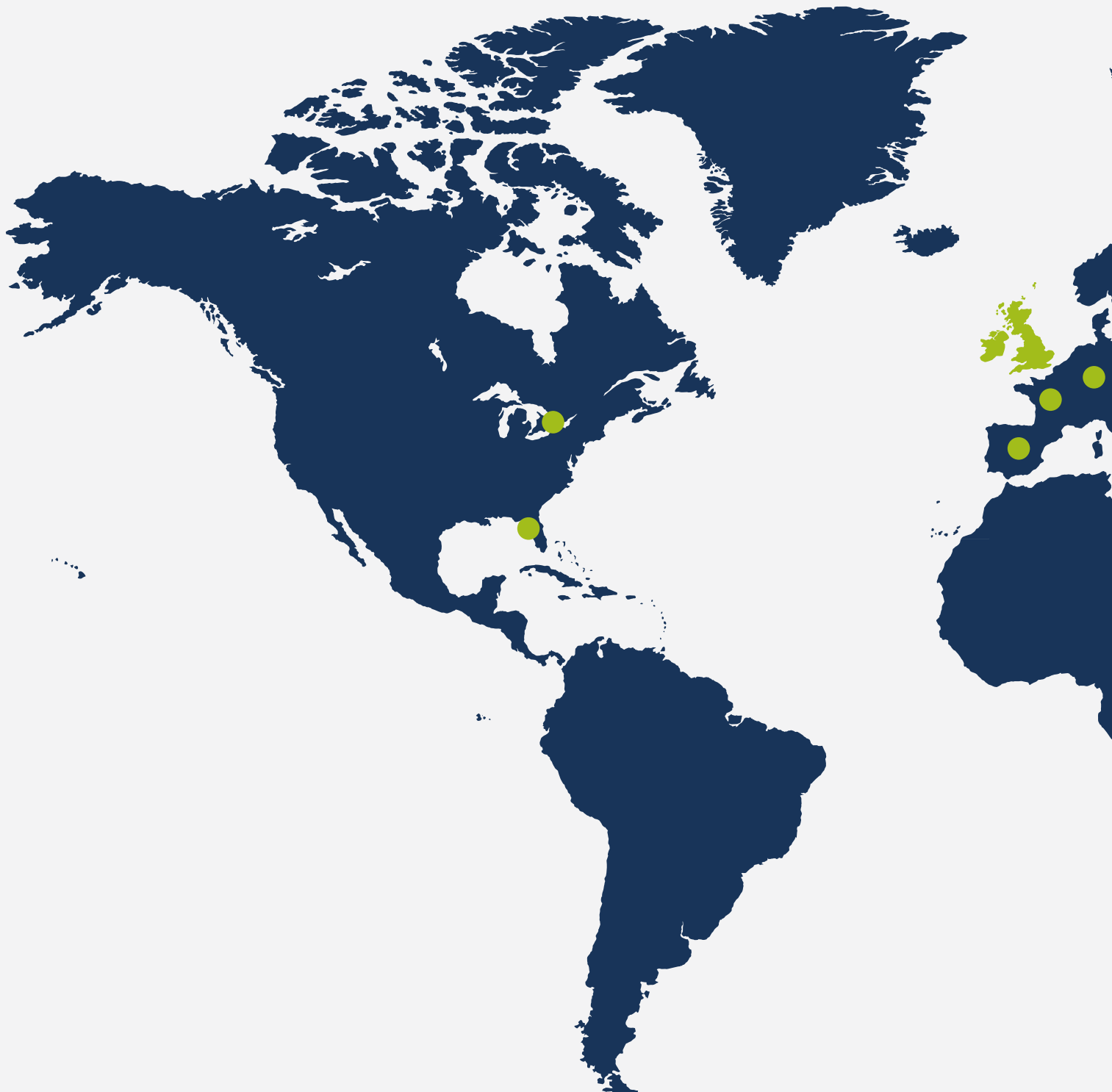
SDG	Lead Institution	Broader SDG Contribution	Sample Contribution
 14 LIFE BELOW WATER		SDG 1, 2, 3, 4, 5, 6, 8, 9, 11, 13, 15, 16	• Maritime and ocean sustainability programmes • Ocean governance research
 15 LIFE ON LAND		SDG 1, 3, 4, 5, 8, 9, 10, 11, 13, 17	• Biodiversity and ecosystem awareness in sustainable construction curriculum • Desert habitat restoration project • Campus sustainability events/workshops
 16 PEACE, JUSTICE AND STRONG INSTITUTIONS		SDG 4, 5, 8, 10, 17	• Intercultural education across 9 countries • Language courses promoting social and cross-cultural inclusion • Teacher training supporting equity and civic participation
 17 PARTNERSHIPS FOR THE GOALS		All SDGs (network-wide)	• UNITAR partnership • Partnerships with other education institutions • Partnerships with community organisations, governments, and NGO.

GEDU Institutions

Institutions in the GEDU group form a global ecosystem that delivers inclusive, innovative, and socially responsible education.

The institutional profiles on the following pages illustrate how diverse academic strengths and

regional contexts contribute collectively to GEDU's mission to advance the 2030 Agenda, demonstrating the impact of education and partnership on sustainable development worldwide.





A global presence

Australia ● Canada ● France ● Germany ● India ● Ireland
Malta ● Saudi Arabia ● Spain ● UAE ● United Kingdom ● USA

4,000+
Full time
colleagues

75,000+
Students

5,000
Recruiting partners
network





Australian Performing Arts Conservatory (APAC)



Honouring tradition, cultivating creativity & empowering artists

Founded in 1993 as the Australian Stage Combat School, the Australian Performing Arts Conservatory (APAC) has grown into one of Australia's foremost centres for performing arts education. Located in Brisbane's central business district, APAC provides rigorous training in Acting, Screen Production, and Musical Theatre, preparing students for professional careers on stage and screen.

For over three decades, APAC has embodied excellence, innovation, and artistic purpose, recognising that the performing arts are not only a

form of expression but a means of advancing cultural dialogue, social understanding, and collective wellbeing.

APAC acknowledges the Jagera and Turrbal peoples as the Traditional Custodians of the lands upon which it operates and pays respect to Elders past, present, and emerging. The Conservatory also upholds the Universal Declaration of Human Rights, embedding dignity, equality, and respect across its teaching, learning, and community engagement.

Institutional highlights and impact

APAC combines artistic excellence, social inclusion, and professional readiness in performing arts education, while promoting diversity, cultural awareness, and creative leadership.

Key achievements include:

- Introduction of scholarships for First Nations students and international learners, promoting inclusive access to creative education;
- Integration of sustainability and ethics in creative practice through coursework in theatre production, film and performance management;

- Expansion of partnerships with local cultural organisations that provide students with community-based learning experiences;
- Faculty development initiatives connecting pedagogy with creative industry best practices;
- Student-led productions that address social and environmental themes, fostering awareness of contemporary global issues.

Through these initiatives, APAC demonstrates how arts education can advance the principles of

inclusion, equality and sustainability while preparing graduates to make a positive contribution to the creative economy.

While APAC contributes broadly to the SDGs, it has adopted, and for GEDU will lead on, SDG 11: Sustainable Cities and Communities, showcasing how performing arts foster cultural diversity and build resilient communities.

Advancing the United Nations Sustainable Development Goals

Through its mission and practice, APAC demonstrates how performing arts education directly supports the UN 2030 Agenda for Sustainable Development, promoting inclusion, decent work, and creative contribution to cultural and economic life.



SDG 1: No Poverty

APAC ensures that access to professional training is determined by talent, not financial means. The APAC Excellence Scholarship provides funding to Australian students demonstrating artistic merit, while the First Nations Excellence Scholarship supports Aboriginal and Torres Strait Islander students, addressing historic inequities in arts education and representation.

The APAC International Scholarship extends this inclusive approach globally, offering financial consideration to all international applicants. Together, these programmes cultivate a diverse artistic community that reflects Australia's social and cultural richness. Since 2025, APAC has expanded its First Nations and regional outreach programmes to foster Indigenous representation in the arts, and strengthened international recruitment and scholarship frameworks for equitable global access.



SDG 3: Good Health and Well-being

Recognising the intrinsic link between creativity and wellbeing, APAC integrates comprehensive student health and mental wellbeing support into its learning environment. Counselling, stress management workshops, and mental health awareness initiatives equip students to navigate the emotional intensity of creative disciplines. International students benefit from tailored



SDG 4: Quality Education

APAC exemplifies SDG 4 through world-class performing arts education that combines technical mastery, creative exploration, and professional preparation. Programmes include the Bachelor of Screen and Stage (Acting), Bachelor of Screen and Stage (Screen Production), and Bachelor of Musical Theatre.

Students gain hands-on experience with industry-standard facilities, professional faculty mentorship, and curriculum aligned with evolving creative industries. Through Australia's FEE-HELP scheme, domestic students access higher education without upfront costs, ensuring that economic barriers do not prevent artistic pursuit.

Since 2025, APAC has developed its industry-led modules in digital performance, sustainability in production, and creative entrepreneurship, strengthening practical, career-oriented learning across the Conservatory.



SDG 5: Gender Equality

APAC actively promotes gender equality across its programmes and campus culture. Equal representation is ensured in admissions, leadership, and creative project opportunities, while curricula emphasise diverse storytelling and inclusive production practices. Particular attention is given to increasing the

participation of women and non-binary students in technical and directorial roles, supporting gender balance across all dimensions of performing arts practice.



SDG 8: Decent Work and Economic Growth

The Conservatory's mission aligns with SDG 8 by preparing graduates for meaningful and sustainable creative careers. APAC students acquire not only artistic skill but also entrepreneurial capacity, project management expertise, and business literacy, equipping them to contribute to Australia's cultural economy.

Under Australian visa regulations, international students may work up to 48 hours per fortnight during term and full-time during breaks, gaining valuable professional experience. APAC provides guidance on Fair Work Australia rights and protections, ensuring safe and equitable employment for all students.



SDG 10: Reduced Inequalities

Beyond the scholarships described in SDG 1 above, APAC's commitment to inclusion extends to students with disabilities and diverse learning needs. The institution provides appropriate accommodation, flexible assessment methods, and accessible learning environments.

Dedicated support services, including legal and financial guidance, language assistance, and study skills development help students manage challenges unique to international or disadvantaged backgrounds.



SDG 11: Sustainable Cities and Communities

APAC's programmes strongly support global sustainability goals by celebrating cultural diversity and strengthening community engagement through the performing arts. The curriculum encourages students to explore cultural heritage in meaningful ways, while community performances and workshops help make the arts more accessible and inclusive. Through partnerships with artists and organisations across different regions, students build creative connections that enrich cultural life locally and beyond.



SDG 17: Partnerships for the Goals

Situated within Brisbane's vibrant creative ecosystem, APAC maintains strategic partnerships with theatres, production companies, festivals, and cultural organisations. These collaborations provide students with real-world professional experience while ensuring curriculum relevance to industry practice.

Through ongoing collaboration with the GEDU Global Education network, APAC contributes to an international exchange of artistic innovation and sustainable education strategies. Since 2025, APAC has deepened its partnerships with local and international arts organisations to facilitate cross-border collaboration and employment for its students.





École de Management Appliqué (EMA)



École de
Management
Appliqué

Cultivating applied management excellence in the heart of Paris

Founded in Paris in 2004, École de Management Appliqué (EMA) stands as a leading Établissement d'Enseignement Supérieur Privé providing higher education programmes in management that combine academic learning with professional practice. As part of the GEDU Global Education network, EMA delivers programmes from Bachelor to Doctorate level, specialising in law, finance, economics, and the creative industries.

The school's philosophy centres on applied management education, empowering students to transform theoretical understanding into real-world competence through work-related learning, industry placements, and instruction from practising professionals. Located in the heart of Paris, EMA attracts a diverse student body from Latin America, Europe, Africa, South Asia and beyond, fostering a global learning community enriched by cultural exchange and professional ambition.

Institutional highlights and impact

EMA's institutional strategy integrates inclusivity, applied learning, and professional relevance across all academic and operational areas. The school's programmes combine academic rigour with professional experience to ensure that education contributes to both individual development and sustainable economic participation. Its approach reflects the principles of the Sustainable

Development Goals, particularly those relating to quality education, decent work, reduced inequalities, and clean water and sanitation.

Key achievements include:

- Introduction of inclusive scholarship schemes such as the LATAM, Seeds of Peace and Excellence

Scholarships, which broaden access to higher education for under-represented and international students;

- Implementation of a project-based learning model that embeds professional practice into every stage of the curriculum and links classroom learning to real-world contexts;
- Delivery of programmes including Chargé de Marketing Digital et E-commerce, designed to strengthen digital and managerial skills relevant to the evolving global economy;
- Establishment of a multicultural academic environment that supports language development, inter-cultural collaboration and global citizenship;
- Continuous curriculum renewal informed by industry consultation to maintain the professional relevance of all programmes; and
- Personalised academic and career support for students, ensuring that graduates are equipped for international employability and lifelong learning.

EMA has adopted, and leads for GEDU on, SDG 6 (Clean Water and Sanitation), highlighting its commitment to sustainable water management and hygiene education.

Through these actions, École de Management Appliqué demonstrates how applied management education can advance inclusive access, foster practical skills, and prepare graduates to contribute responsibly within the global economy. The institution continues to align its teaching, partnerships and student development initiatives with the Sustainable Development Goals, supporting SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities) while promoting sustainable growth and social progress.

Advancing the United Nations Sustainable Development Goals

EMA aligns its mission with the United Nations 2030 Agenda for Sustainable Development, embedding SDG principles into its academic offerings, scholarships, and partnerships. Through inclusive access, quality education, and global collaboration, the institution prepares graduates to lead responsibly in an interconnected world.



SDG 1: No Poverty

EMA combats economic and educational inequality through comprehensive scholarship initiatives. The LATAM Scholarship Programme offers 50% tuition reduction to students from 24 Latin American countries, expanding access for communities facing financial barriers to European education. The Seeds of Peace Scholarship extends the same benefit to students from conflict-affected regions including the Russian Federation, Ukraine, Palestine, State of Israel and Lebanon, promoting reconciliation through education.

Further financial inclusivity is ensured through flexible payment plans and merit-based awards such as the Excellence Scholarship (up to 90% tuition reduction), enabling high-performing students to pursue education without financial constraint.



SDG 4: Quality Education

EMA provides rigorous and industry-relevant management education across undergraduate, graduate, and doctoral levels. Programmes such as the Bachelor en Management Appliqué, Master in Finance and Business Law, MBA, and DBA/PhD integrate real-world business scenarios, professional placements, and project-based learning to ensure that students graduate with both knowledge and practical expertise.

The Chargé de Marketing Digital et E-commerce programme reflects EMA's responsiveness to the evolving digital economy, equipping students with contemporary skills for the future of work. Academic quality is sustained by professors who are active professionals in their fields, maintaining close alignment between curriculum and industry demands. Since 2025, EMA has enhanced digital transformation in business education through e-commerce and data management programmes, increased multilingual learning pathways in French and English, and strengthened research-led doctoral studies linking management innovation to SDG outcomes.



SDG 5: Gender Equality

EMA fosters an inclusive academic environment where gender equality is both a principle and a practice. Through equitable admissions, gender-sensitive curriculum, and support services for all students, the institution ensures that women and men have equal opportunities to succeed in business, law, and creative industries.



SDG 6: Clean Water and Sanitation

EMA has Integrated water, sanitation, and hygiene (WASH) principles into campus operations and its community engagement initiatives, including partnerships with local organisations to promote sustainable water management and hygiene awareness among students and staff.



SDG 8: Decent Work and Economic Growth

Through applied management education, EMA prepares graduates to contribute meaningfully to sustainable economic development. Programmes in finance, law, and creative industries align with the Republic of France's economic strengths while addressing global business trends. Integrated work placements and industry collaborations enhance employability and entrepreneurial competence, while MBA and doctoral programmes cultivate leaders capable of balancing profitability with social responsibility.



SDG 16: Peace, Justice, and Strong Institutions

EMA's Business Law specialisations train professionals to strengthen legal systems, governance, and institutional integrity. The Seeds of Peace Scholarship explicitly ties education to peace building, empowering students from divided regions to engage in dialogue and institutional reconstruction, transforming classrooms into platforms for reconciliation and justice.



SDG 17: Partnerships for the Goals

As a member of the GEDU Global Education Network, EMA benefits from a global ecosystem of collaboration spanning Europe, Asia, the Middle East, and the Americas. These partnerships enhance student mobility, academic innovation, and knowledge exchange, ensuring that EMA remains a bridge between French excellence and global opportunity. Since 2025, EMA has extended collaborations for dual-degree opportunities and cross-border faculty exchange, strengthening international partnerships for the SDGs. It has also built strong local partnerships in its community on clean water and sanitation.

A platform for responsible leadership

École de Management Appliqué reaffirms its mission to deliver accessible, applied, and globally engaged management education rooted in ethical practice and social responsibility. Through its integration of

the Sustainable Development Goals, EMA cultivates a generation of leaders who not only excel in business but also champion equality, justice, and sustainable prosperity for all.





English Path



Advancing global understanding through language, inclusion, and opportunity

Operating across nine countries and thirteen campuses, including Australia, Canada, France, Germany, Ireland, Malta, Saudi Arabia, the United Arab Emirates and the UK, English Path (EP) is one of the world's largest international language and pathway providers.

At EP, language is more than a subject, it is a bridge between cultures, communities, and opportunities. By enabling learners from diverse backgrounds to communicate across borders, EP directly contributes to building peace, equity, and inclusion.

Education for a connected and inclusive world

English Path serves over 10,000 students each year and embodies a mission deeply aligned with the SDGs. In particular: SDG 4: Quality Education; SDG 10: Reduced Inequalities; and SDG 17: Partnerships for the Goals, by fostering global communication, intercultural understanding, and employability through language education.

Key achievements include:

- Delivery of accessible language courses in English, German, French, Portuguese, Spanish, and Arabic;
- Online programmes to widen access to learners worldwide;
- Teacher training programmes including CELTA and English for Teachers;
- Specialist pathways such as IELTS Exam

Preparation, Business English, and Professional Diplomas in Digital Marketing, Business Management, and Leadership;

- Integration of career services, employability workshops, and volunteer placements connecting learners to real-world experience;
- Partnerships with international education networks, NGOs, and employers to foster inclusion and global cooperation;

While EP contributes broadly to the SDGs, it has adopted, and leads for GEDU on, SDG 16: Peace, Justice, and Strong Institutions, showcasing initiatives that strengthen governance, promote equity, and advance social responsibility through education and international collaboration.

Advancing the United Nations Sustainable Development Goals

English Path integrates the UN Sustainable Development Goals throughout teaching, student support, and institutional operations.



SDG 4: Quality Education

Accessible, high-quality education in six languages reaches learners across nine countries through on-campus and online courses. EP also provides teacher training (CELTA, English for Teachers), specialist pathways (IELTS preparation, Business English), and professional diplomas in Digital Marketing, Business Management, and Leadership. Through its Careers and Employability Services, students gain access to workshops and industry led events, one to one career counselling, job fairs, and weekly employability sessions covering CV writing, interview preparation, and LinkedIn workshops. This comprehensive approach ensures language education serves as a foundation for lifelong learning and career advancement worldwide.



SDG 5: Gender Equality

English Path ensures gender-balanced participation across all teacher training and student support programmes. The Curriculum addresses gender equality themes while institutional policies promote inclusive learning environments where all students thrive. Teaching methodologies foster equal participation, creating spaces where diverse voices are heard and valued.



SDG 8: Decent Work and Economic Growth

Business English, Digital Marketing, and Leadership courses directly enhance employability for the global workforce. Work and Study programmes and the Charity Volunteer Internship Placement Programme enable students to gain practical experience and develop skills in communication, teamwork, problem solving, and cultural awareness. Weekly employability workshops, recruitment events, job fairs, and industry led workshops build professional networks and workplace skills that facilitate career entry and advancement.



SDG 10: Reduced Inequalities

Scholarships, online accessibility, and volunteering opportunities specifically target underrepresented groups, removing barriers to participation. Disability support, language bridging sessions, and financial guidance ensure that no student is left behind. The Charity Volunteer Internship Placement Programme provides 30-day placements with registered charities worldwide, including projects supporting underprivileged communities in the creative sector, helping them gain employment in the fashion industry. These initiatives contribute to equitable and lifelong learning opportunities for all.



SDG 16: Peace, Justice and Strong Institutions

English Path supports SDG 16 by bringing learners from diverse backgrounds together to build communication skills that foster understanding and cooperation. Through inclusive teaching practices, intercultural dialogue, and global campus communities, EP creates environments where respect, empathy, and shared values can grow. By equipping students and teachers with the tools to communicate across differences, EP strengthens the foundations of peaceful and inclusive societies.



SDG 17: Partnerships for the Goals

Global collaboration with educational institutions, charitable organisations, and employers promotes inclusion across borders. Partnerships span language education networks, NGOs, and industry. English Path's experiential learning initiatives link language education with human development and global cooperation, exemplifying the institution's role as a catalyst for partnerships. Recruitment events, industry collaborations, and volunteer placements connect learners with real-world opportunities, enhancing cross-cultural understanding and professional networks.



GEDU Services



Transforming lives through integrated support services

GEDU Services, established in Noida, India, operates as the centre of excellence within the GEDU Group, delivering end-to-end student onboarding services and supporting universities in shaping a bright future for students worldwide. With over 500 employees, GEDU Services provides comprehensive operational support across GEDU's global network.

Guided by a vision to become a globally respected provider of education, promoting learning as a driver of progress, GEDU Noida enables people to access quality education and supports them throughout their education journey, promoting talent development through practical and inspiring programmes based on cutting-edge educational methodology, technology and expertise.

Institutional highlights and impact

GEDU Service's activities strengthen educational quality, efficiency, and access across regions, contributing to SDG 1 on No Poverty, SDG 4 on Quality Education, and SDG 8 on Decent Work and Economic Growth.

Key achievements include:

- Employment and training opportunities that promote skills development in technology and education management;
- Student recruitment, application processing, and visa support services, that create pathways from education to employment, directly addressing poverty reduction (SDG 1).

- Coordination of partnerships across GEDU institutions; and
- Participation in community engagement activities and workforce inclusion within the local context.

Through these contributions, GEDU Services supports the broader GEDU mission of providing accessible, efficient and sustainable higher education globally.

GEDU Services has adopted, and leads on for GEDU, SDG 1, demonstrating its tangible impact on poverty reduction and educational inclusion.

Advancing the United National Sustainable Development Goals

GEDU Services integrates the UN Sustainable Development Goals throughout its delivery model.



SDG 1: No Poverty

GEDU Services is partnering with orphanages and child-welfare NGOs to support the education of orphaned and underprivileged children, including supporting girls' education. Alongside this, GEDU Services will provide educational material assistance to low-income families in India, and organise staff volunteer engagement days to raise awareness and build capacity around child protection, women's welfare, climate-related issues, and other social challenges.

Plans are in place to: launch a scholarship and mentorship programme for underprivileged children in partnership with schools and institutions across India. GEDU Services will also organise skill-development workshops to enhance employability and income generation for young people.



SDG 5: Gender Equality

HR and talent acquisition practices promote gender equality through recruitment and staffing, employee training, performance management, compensation and benefits, and other HR policies, ensuring equitable treatment.



SDG 8: Decent Work and Economic Growth

GEDU's plan to invest £200 million in India will build on the 500+ jobs already created and make the group the largest foreign direct investor in India's education sector.



SDG 10: Reduced Inequalities

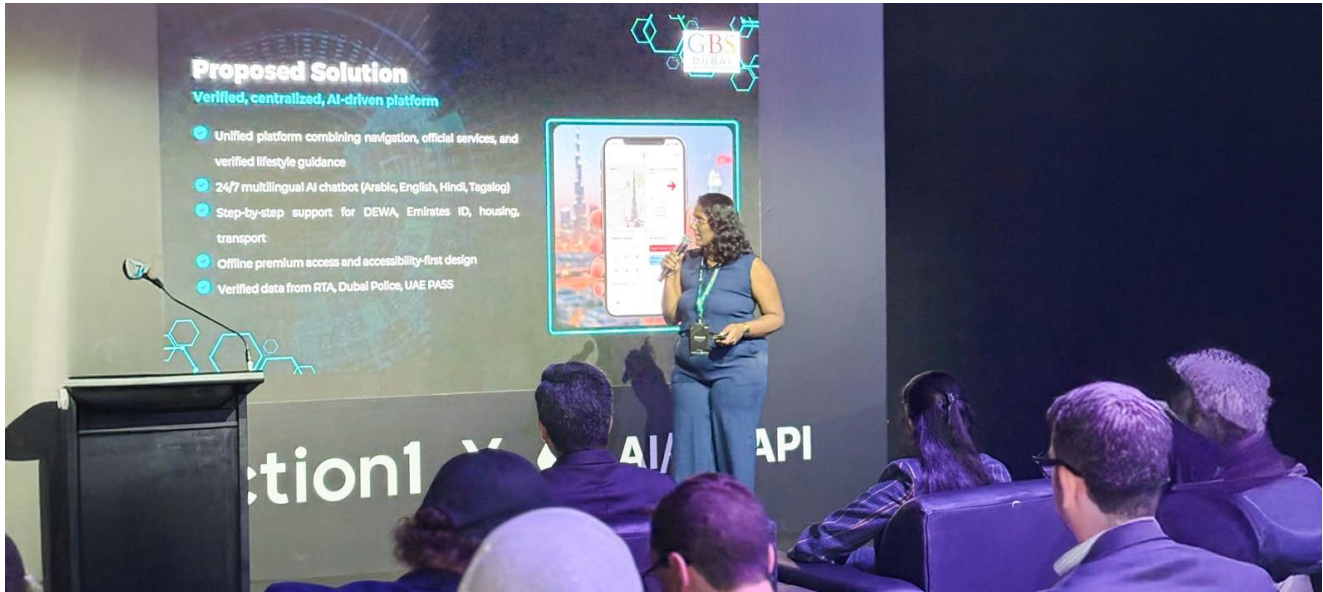
Student Recruitment Services expand educational reach to underrepresented populations. Application processing and visa support remove administrative barriers, while comprehensive student onboarding ensures inclusive access regardless of background or circumstance.



SDG 17: Partnerships for the Goals

GEDU Service's student recruitment agent network across the world creates collaborative partnerships expanding educational access globally. GEDU Services enables collaboration between institutions, governments, employers and communities across multiple countries.





GBS Dubai



Delivering UK-quality education in the heart of the UAE

GBS Dubai provides UK-quality higher education in the United Arab Emirates. Approved and permitted by the Knowledge and Human Development Authority (KHDA) and operating under Dubai Development Authority (DDA) oversight, GBS Dubai delivers internationally recognised BTEC, HND and professional qualifications through partnerships with Pearson and ACCA.

Based in Dubai Knowledge Park, GBS Dubai serves a diverse, multi-national student body pursuing globally recognised qualifications in business, finance, accounting, digital technology, information technology, construction management and healthcare. The institution's mission centres on changing lives through education by combining academic rigour with career-focused learning

pathways, enabling students to enhance career aspirations and turn entrepreneurial ideas into reality.

GBS Dubai anchors the group's sustainability-education and ecosystem-stewardship agenda in the Middle East. Its programmes, partnerships and community initiatives directly support the UAE Vision 2030, the National Strategy for Higher Education 2030 and the post-COP28 climate-action legacy – preparing students to become the next generation of green-skills professionals and responsible business leaders.

Institutional highlights and impact

GBS Dubai aligns its programmes with local priorities for innovation, entrepreneurship, sustainable development, clean energy and ecosystem stewardship. Its approach ensures that students gain knowledge and industry-linked, practice-based experience contributing to individual development, economic participation, and societal sustainability.

Key achievements include:

- Alignment of GBS Dubai's academic portfolio with the United Nations Sustainable Development Goals and the UAE Vision 2030 framework;
- Partnerships with Dubai-based institutions and participation in national education forums;
- Programmes and projects connecting students with business and sustainability initiatives within the region;

- Introduction of new courses and events focusing on responsible leadership and ethical business practices;
- Development of a diverse student body representing multiple nationalities and professional backgrounds; and
- Integration of renewable energy, energy efficiency, and sustainability principles into construction management, digital technologies, and infrastructure programmes, contributing to SDG 7 and SDG 15.

GBS Dubai has adopted SDG 7 and SDG 15, and will lead on both for GEDU.

Advancing the United Nations Sustainable Development Goals

GBS Dubai integrates the UN Sustainable Development Goals throughout teaching, student support and institutional operations.



SDG 1: No Poverty

Flexible tuition payment plans (50% initial deposit, 25% after three months, 25% after six months) and monthly EMI options for international students to remove financial barriers to education. Scholarship programmes provide targeted support, creating pathways from education to employment. These mechanisms ensure that students from diverse socio-economic backgrounds can enter higher education without undue financial pressure, supporting inclusive growth.



SDG 3: Good Health and Well-Being

HND in Healthcare Practices prepares professionals to address workforce shortages in the UAE and around the world. Student initiatives advance wellbeing, including Quality Industry Interaction Sessions on Ethical Leadership in Dental Practices, Breaking Barriers: Mental Health



SDG 4: Quality Education

KHDA-approved programmes deliver UK-standard education with flexible study schedules including daytime, evening and weekend classes for working professionals. Achievement of ACCA Gold Approved Learning Partner status in 2025 demonstrates GBS Dubai's commitment to professional education excellence. The GBS Dubai and GlobalU partnership offer cutting-edge online business courses empowering learners worldwide. Dual Award Programmes with Bath Spa University (MBA and Health) expand academic pathways and international recognition.



SDG 5: Gender Equality

Inclusive admissions policies and student support services ensure equal access and opportunity across all programmes. Career guidance addresses barriers in finance, technology and construction sectors.



SDG 7: Affordable and Clean Energy

Integration of renewable-energy, energy-efficiency design and sustainability

principles into Construction Management, Digital Technologies and Infrastructure programmes contributes directly to clean-energy education. Curriculum modules explore solar-energy systems, smart-grid technologies and sustainable materials, reflecting the UAE Clean Energy Strategy 2050 priorities.

The Sustainable Villa Design Project demonstrates student innovation in net-zero housing, achieving an improvement in energy efficiency. GBS Dubai students present prototypes, linking classroom learning to the UAE's decarbonisation pathway.

In 2027, GBS Dubai will conduct a comprehensive energy-audit targeting a reduction in consumption.



SDG 8: Decent Work and Economic Growth

All programmes directly enhance employability for the UAE's economy. The 4-week Global Investment Banking Analyst Programme provides intensive career-focused training. The ACCA pathway prepares students for globally mobile accounting careers. Industry partnerships, including with Rolls-Royce, create clear pathways from education to professional employment. Continued collaboration with the British Council and Chamber of Commerce further enhances student employability and international mobility.



SDG 9: Industry, Innovation and Infrastructure

HND programmes in Digital Technologies (Cyber Security and Artificial Intelligence), Construction Management, and Information Technology equip graduates to lead innovation in critical infrastructure sectors. The Curriculum integrates emerging technologies, sustainable design principles, and ethical AI development. Student-led projects such as the Sustainable Villa Design Project with AI Innovation develop practical skills for responsible innovation.



SDG 10: Reduced Inequalities

Accessible entry requirements, foundation pathways and comprehensive student support ensure education availability to learners from diverse backgrounds. Scholarship programmes, flexible payment options, and part-time study modes remove traditional barriers to university education.



SDG 11: Sustainable Cities and Communities

The Construction Management curriculum integrates sustainable design, climate-resilient infrastructure and environmental impact assessment. Student engagement includes visits to Dubai Sustainable City and the Road and Transport Authority's flagship mobility event.



SDG 13: Climate Action

The Sustainable Villa Design Project with AI Innovation demonstrates student engagement with climate solutions. Participation in the World Green Economy Summit and GITEX connects learning to UAE climate action priorities.



SDG 15 – Life on Land

GBS Dubai's Urban Green Spaces Mapping Project engages students in assessing Dubai's ecological corridors and contributes baseline data to local urban-biodiversity planning. Collaboration with the Road and Transport Authority and Emirates Nature–WWF extends to desert-habitat restoration and species-monitoring initiatives.

The 'GBS Dubai Green Campus' initiative, includes on-site planting of native trees and biodiversity audits. A student research hub will monitor progress and publish results annually.



SDG 17: Partnerships for the Goals

Strategic partnerships with KHDA, the British Council, Chamber of Commerce, and UK embassy networks strengthen international education cooperation.

The Dual Award MBA and health programmes with Bath Spa University expand academic pathways and international recognition.

Employer collaborations, including with Rolls Royce, DHL, and financial institutions exemplify partnership for sustainable development.

Participation in international summits, events and collaborations such as Function 1 AI Everything, Global Summit at SEE Institute, Innovation with DHL, Start-up Journeys and Culture Electronic Reusage, Digital Transformation, Real World Testing Regulatory Scenario Training, Poster Presentation Master Planning and Building Regulations, and Project Management Skills workshops enhance student exposure to global professional networks and sustainable practices.





GBS Malta



Bringing UK higher education to the heart of Europe

GBS Malta is a higher education institution providing UK and Maltese degrees in St Julians, Malta. It serves international students pursuing undergraduate and postgraduate qualifications in business management, information technology and public health.

Licensed by Malta Further & Higher Education Authority (MFHEA) and approved under the Get

Qualified scheme, GBS Malta delivers programmes validated by UK universities including Bath Spa University. The institution operates in line with Malta Qualifications Framework and the European Qualification Framework standards, combining internationally recognised education with a strong focus on career readiness and industry connections in one of Europe's most vibrant and culturally diverse countries.

Institutional highlights and impact

GBS Malta delivers higher education programmes designed to promote social inclusion, digital innovation, sustainable employment, and holistic wellbeing within the European and Mediterranean context.

Key achievements include:

- Alignment of all degree programmes with the UN Sustainable Development Goals and Malta's national education priorities;
- Collaboration with Maltese authorities under the Get Qualified scheme, supporting employability and lifelong learning;
- Implementation of curriculum review processes

to embed sustainability and health-focused initiatives across disciplines;

- Student wellbeing services integrated alongside academic curricula, including personalised mentoring, skills training, and mental health support, fostering holistic development in line with SDG 3;
- Publication of thought leadership articles through local media partnerships such as Lovin Malta; and
- Student and staff participation in community engagement activities advancing well-being, sustainability awareness, and practical health promotion initiatives.

GBS Malta has adopted, and will lead for GEDU on, SDG 3 (Good Health and Well-being), showcasing its commitment to promoting physical, mental, and social wellbeing across its student and local communities.

GBS Malta supports Malta's national objectives for innovation, inclusivity, sustainable development, and the promotion of physical and mental wellbeing. Its initiatives ensure students are supported academically, professionally, and personally, while simultaneously contributing to broader social impact and community resilience.

Advancing the United Nations Sustainable Development Goals

GBS Malta integrates the UN Sustainable Development Goals throughout its programmes and institutional practices.



SDG 1: No Poverty and SDG 10: Reduced Inequalities



Malta Get Qualified scheme provides eligible graduates with 70% grants on tuition fees after programme completion, dramatically reducing financial

barriers. Flexible payment plans and scholarship opportunities ensure accessibility for students from diverse economic backgrounds. Foundation degree pathways in Business Management and Information Technology create entry routes for students without traditional qualifications, widening participation and enabling career advancement.

Free public and ferry transport removes mobility barriers, while part-time employment opportunities (20 hours per week) enable students to support themselves financially. Engagement with VFS Global and Identità Malta (Central Visa Unit) to streamline visa processes improves international student access, reducing barriers for students from diverse backgrounds.



SDG 2: Zero Hunger

GBS Malta actively contributes to addressing food insecurity through community partnerships and targeted social support initiatives, including in partnership with Foodbank Lifeline Malta, a charitable organisation dedicated to providing emergency food supplies to individuals and families experiencing hardship across the country.



SDG 3: Good Health and Well-being

BSc (Hons) Health, Social Care and Wellbeing and Master of Public Health (MPH) programmes prepare professionals to address workforce needs in health and social care. Student wellbeing services, including personalised mentoring, skills training, and mental health support are integrated alongside academic curricula to foster holistic student development.

GBS Malta joined the Pink October Movember Malta Campaign to raise awareness about cancer prevention and early detection. This solidarity campaign complements the institution's commitment to health and inclusion while promoting community-wide consciousness about well-being.



SDG 4: Quality Education

All programmes comply with Maltese and UK university standards, ensuring high-quality and internationally recognised education. Foundation Degree programmes in Business Management and Information Technology provide accessible entry to higher education, while undergraduate and postgraduate pathways support academic progression. Thought leadership through Lovin Malta publications contributes to national discussions on quality, access, and innovation in higher education. The Master of Business

Administration (MBA) is available both on campus and online and provides multiple pathways for specialised management education.



SDG 5: Gender Equality

Inclusive admissions policies and gender-balanced student support services ensure equal opportunity across all programmes. Mentorship and support initiatives encourage women to pursue pathways in Information Technology, business management, and leadership, addressing gender imbalances in technical and managerial fields.



SDG 8: Decent Work and Economic Growth

Programmes directly enhance employability, aligning with Malta's economic priorities and European labour market needs. Career and employability services include workshops, counselling, job fairs, skills development in CV writing, interviews, and professional networking. Expansion of employer partnership network for enhanced placement and graduate employment opportunities strengthens workforce readiness and employability.



SDG 9: Industry, Innovation and Infrastructure

BSc (Hons) Computer Science and Information Technology and MSc Information Technology Management prepare graduates to lead digital transformation and innovation. Curriculum includes cloud computing, cybersecurity, data analytics, and IT infrastructure management. Foundation programmes create accessible pathways into technical careers, promoting inclusive innovation.



SDG 14: Life Below Water

GBS Malta has partnered with organisations such as the Malta Tourism Authority, local councils, and the NGO, Zibel, for community and beach cleanup initiatives across Malta. These events actively engage students and staff from both GBS Malta and EP Malta, while also providing meaningful team-building opportunities. Past initiatives include cleanups at Golden Bay, St George's Bay, and St Julian's Bay, as well as multi-locality community cleanups. Collectively, these efforts have resulted in more than 3 tonnes of waste being collected, supported by the participation of over 250 students.

Through hands-on environmental action, these initiatives contribute directly to marine protection, promoting environmental stewardship and advancing sustainability goals such as Life Below Water, while fostering a shared sense of responsibility toward safeguarding marine and local environments.



SDG 17: Partnerships for the Goals

Active engagement with the MFHEA and participation in European higher education networks demonstrate commitment to collaborative development. GBS Malta has also partnered with organisations such as the Malta Tourism Authority, local councils, and Zibel to advance community sustainability efforts.

Community engagement initiatives and planned National Education Round Table activities will bring together government, education providers, and industry to advance shared SDG objectives. Applications for awards including ENAI Exemplary Research Award, THE and Princeton Review consideration, and QS Stars rating highlight collaboration with global education networks and recognition of institutional excellence.





**Global
Banking
School**
Breaking Career Barriers

Global Banking School

Transforming lives through inclusive education for all

Founded on the principles of equity, inclusion, and opportunity, Global Banking School (GBS) stands as a transformative institution redefining access to higher education for mature students across the United Kingdom. With campuses in London, Birmingham, Manchester, and Leeds, GBS serves a vibrant and diverse community of predominantly mature students, with an average age of 37, who pursue academic excellence while balancing careers, families, and community responsibilities.

GBS's mission aligns powerfully with SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, and SDG 10: Reduced Inequalities, which reflects its unwavering commitment to widening participation, advancing social mobility, addressing national and global skills shortages, and inequality in education access. Its academic partnerships with

Oxford Brookes University, Leeds Trinity University, Canterbury Christ Church University, Bath Spa University, University of Suffolk, and Pearson enable the delivery of university-validated programmes designed to enhance employment and professional advancement, as well as address the needs of the UK economy.

GBS' achievements underscore the inclusivity and commitment to excellence that are mutually reinforcing pillars of its sustainable education. GBS consistently ranks above the UK national average in National Student Survey results, earning a score of 91% for Student Satisfaction in 2025 (compared to the sector average of 77%). GBS has achieved Teaching Excellence Framework (TEF) Bronze status and was Higher Education Provider of the Year at the Education Awards Midlands 2025.

Institutional highlights and impact

GBS delivers inclusive higher education focused on employment skills, enterprise, and community engagement. Its model supports lifelong learning and economic participation for its diverse student population.

Key achievements include:

- Integration of sustainability principles into curriculum design and teaching practice through the GBS Strategic Plan;
- Widening participation in HE to adult learners and those living in disadvantaged areas;
- Work-based learning and career development programmes supporting professional skills, employment and sustainable economic participation;
- Establishment of an Enterprise Hub to support student entrepreneurs;
- Continuous curriculum review linking academic content to the Sustainable Development Goals;
- Development of Industrial Advisory Boards to connect research and industry partnerships;
- Introduction of staff training on embedding sustainability and inclusive education into academic practice;
- Inclusion of social and environmental responsibility components in staff and student policies; and
- Community engagement initiatives such as partnerships with the Lions Club in Heston, providing food security while cultivating sustainable practices.

GBS UK has adopted, and will lead for GEDU on, SDG 2 (Zero Hunger), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities), highlighting its impact on community food accessibility, employability, and equitable access to opportunities across campuses and communities.

Advancing the United Nations Sustainable Development Goals

GBS integrates the UN 2030 Agenda for Sustainable Development across its academic endeavour. The institution's commitment to the SDGs is reflected in its curriculum, partnerships, and public policy advocacy, bridging education with social and economic transformation.



SDG 1: No Poverty & SDG 2: Zero Hunger

Through self-led initiatives and community partnerships, for example with Heston Lions, GBS actively combats poverty and food insecurity. Staff volunteering and student engagement demonstrate the institution's belief that education must address both social and material needs.

This awareness translates into students' achievements, exemplified by environmentally conscious student startups, such as Bee Happy Honey, which is a thriving sustainable business.



SDG 3: Good Health and Well-being

GBS promotes physical and mental health through academic programmes and digital initiatives. The academic staff and leadership of GBS Healthcare programmes prepare students for essential roles in the UK's healthcare system, offering modules such as Health Inequalities and Social Determinants of Health.

Projects like the UNITAR Breastfeeding Education Initiative, National HealthTech Series, and the TalkCampus Mental Well-being App extend the institution's impact beyond the classroom, supporting both community health and student wellbeing. GBS also provides financial support to two cricket teams, encouraging and enabling healthy lifestyles.



SDG 4: Quality Education

Rooted in the belief that education transforms lives, GBS provides inclusive and equitable access to higher education for adult learners. The Learning for Life policy paper, launched with UK parliamentarians, underscores the critical role of lifelong learning in rebuilding Britain's workforce. The Curriculum Review Project (2025–2027) is ensuring that every programme integrates sustainability and SDG awareness, while new AI and sustainability policies embed ethical responsibility within digital education.



SDG 5: Gender Equality

GBS fosters gender equity across academic disciplines and institutional culture. International Women's Day events, inclusive policies, and gender-integrated modules in business, healthcare, and construction empower women to thrive in sectors where representation has been historically limited. GBS's flexible mode of delivery and inclusive approach to teaching also enables all students to balance their studies with existing responsibilities and commitments.



SDG 8: Decent Work and Economic Growth

Aligned with the UK's skills agenda, GBS produces graduates that: tackle National Health Services backlogs and address the housing shortage.

Over 6,000 GBS students – 15% of the total - are UK business owners. The GBS Enterprise Hub provides support to launch and grow these businesses. In 2025, the Hub helped 122 students launch businesses and over 1,600 have been supported at the ideation/pre-launch stage. To date, this has generated £2.1 million in business growth, boosting local economies and creating jobs



SDG 9: Industry, Innovation, and Infrastructure

GBS invests in cutting-edge facilities, experiential learning, and an Enterprise Hub to align education with real-world industry needs. The Brindleyplace Campus in Birmingham exemplifies

sustainable infrastructure, while students in Construction Management collaborate with community partners on projects such as the Ealing Green Space Initiative, applying sustainable design to urban regeneration.



SDG 10: Reduced Inequalities

At its core, GBS exists to remove barriers to education. The Breaking Down Barriers report, produced in partnership with the Purpose Coalition and launched in Parliament in 2025, advocates for equitable access to higher education and showcases GBS's successful approach.

In one of the key sector metrics monitored by the Government, 71% of GBS students live in areas in the bottom two quintiles of the Index of Multiple Deprivation (IMD). These 28,000 students represent 40% of the total progress UK HE has made in widening participation.



SDG 11: Sustainable Cities and Communities

Through civic partnerships and local engagement, GBS enhances community resilience and social cohesion. Collaborations with local community initiatives – such as Harrow Cricket Club, and Feeding Ealing CIC, as well as supporting student and alumni projects - such as the Luminaire Rural Development Organisation, connect academic learning to real-world social and environmental sustainability.



SDG 17: Partnerships for the Goals

Partnership is the cornerstone of GBS's success. It partners with five UK universities and Pearson to award degrees and HNDs, with local and national governments, with organisations like the Purpose Coalition and the Professional Cricketers Association, NGOs such as the Lions Club, and with community cricket teams, Harrow Cricket Club, GQ United, and Neo Cricket Club to strengthen community engagement, and academic and employment outcomes.





GlobalU

GlobalU

Empowering lifelong learners worldwide through accessible online education

GlobalU embodies GEDU's vision of accessible education. In an age where lifelong learning is essential for personal and professional growth, GlobalU connects learners and institutions through a dynamic digital platform designed for flexibility, affordability, and excellence.

Operating globally in partnership with GBS Malta, GBS Dubai, MLA College and English Path, GlobalU makes quality education available to all, regardless of geography or circumstance. Its mission is to

democratise learning, offering practical, career-relevant programmes that enable individuals to achieve their goals while empowering partner institutions to expand their reach.

GlobalU advances the United Nations Sustainable Development Goals by making quality education accessible, promoting economic empowerment, and reducing inequalities worldwide.

Institutional highlights and impact

Key achievements include:

- Delivery of online degree and certification programmes accessible to international learners;
- Development of digital learning tools supporting remote and blended education;
- Integration of sustainability, ethics and social responsibility into course materials;
- Support for adult learners seeking re-skilling and professional advancement;
- Partnerships with GEDU institutions to ensure quality assurance and academic consistency;
- Continuous platform enhancements that expand global reach and strengthen the technological foundations of online learning.

Advancing the United Nations Sustainable Development Goals

GlobalU integrates the SDGs throughout its programmes and platform design, ensuring that learning contributes directly to global sustainability and equality.



SDG 4: Quality Education

GlobalU provides inclusive, affordable, and flexible online learning designed for global accessibility. Interactive digital classrooms, expert-led instruction, and dedicated learner support to guarantee education quality equivalent to in-person programmes. Pre-Master's and English for Academic Purposes courses further expand access to higher education for international students.



SDG 5: Gender Equality

By providing flexible online study opportunities, GlobalU supports gender equity in education. Women balancing professional and personal responsibilities can pursue advancement without relocation or career interruption, ensuring equal access to quality education and career growth.



SDG 8: Decent Work and Economic Growth

Programmes such as the MBA (GBS Malta) and Global Investment Banking Analyst (GBS Dubai) enhance professional qualifications and global employability. Learners develop in-demand skills supporting career progression, entrepreneurship, and sustainable economic participation.



SDG 9: Industry, Innovation, and Infrastructure

GlobalU's advanced digital platform exemplifies innovation in education infrastructure. Continuous platform enhancements, interactive learning design, and data-driven delivery ensure that technology strengthens global learning ecosystems.



SDG 10: Reduced Inequalities

GlobalU directly addresses global education disparities by lowering financial and geographic barriers. Affordable tuition, flexible pacing, and accessible resources enable participation by learners from developing regions and non-traditional backgrounds.



SDG 16: Peace, Justice, and Strong Institutions

Through transparent governance and ethical online education practices, GlobalU contributes to trust and accountability in global education. The institution advocates for recognition of online qualifications as equivalent to traditional degrees, promoting fairness and institutional integrity.



SDG 17: Partnerships for the Goals

Collaboration with GBS Malta, GBS Dubai, MLA College and English Path demonstrates how partnership expands educational reach sustainably.



ICN Business School



Advancing sustainability through transdisciplinary education and creative responsibility

Founded in 1905 and based across Paris, Nancy and Berlin, ICN Business School is a leading institution in transdisciplinary education that connects art, technology and management through its distinctive ATM approach. With a student community of more than three thousand learners, of which thirty-eight per cent are international, and a target of five thousand students by 2026. ICN integrates creativity and sustainability into all areas of teaching, research and institutional practice.

ICN holds the three major international accreditations AACSB, AMBA and EQUIS, as well as the French national DDRS label for sustainable development and social responsibility. The school is an active member of the United Nations Global Compact, the Principles for Responsible Management Education Initiative, the Collectif pour l'Intégration de la Responsabilité Sociétale et du Développement Durable dans l'Enseignement Supérieur (CIRSES), and the Conférence des Grandes Écoles network on sustainable development. These affiliations confirm ICN's long-standing participation in global and national efforts to promote responsible management education. ICN is one of eight French business schools taking

part in the United Nations supported Race to Zero campaign, through which it has committed to achieving carbon neutrality by the year 2050. The institution carries out regular carbon audits and implements a low-carbon transition plan in cooperation with ADEME, the French Agency for Ecological Transition. The ICN Impact 2022–2026 roadmap aligns governance, pedagogy and research with the Sustainable Development Goals and with the five DDRS strategic axes defined by the CIRCES.

The ICN Impact Action Plan is coordinated by a twenty-five-member steering committee and overseen by a Corporate Social Responsibility Manager. Implementation is monitored through key performance indicators reviewed twice yearly by the Executive Committee. The school's approach emphasises interdisciplinary collaboration, social inclusion and environmental responsibility. This agenda is further strengthened by the former UNESCO Chair on Art and Science for Sustainable Development, which has since been transitioned into a permanent research institute dedicated to multidisciplinary approaches to sustainable development and CSR implementation.

ICN's mission positions education as a driver of responsible and creative development. Building on its values of openness and engagement, the school prepares graduates to act responsibly in a global business environment and to contribute to

sustainable solutions for organisations and society. It promotes an environment where innovation, fuelled by the interplay of art, management and technology, supports more sustainable business and organisational practices.

Institutional highlights and impact

The sustainability approach of ICN is based on four main pillars: sound transdisciplinary research in the field; sustainability focused education in undergraduate and postgraduate programs; sustainable practice in administration; and implementation on campuses and outreach to partners and local communities.

ICN combines creativity, responsibility, and innovation to prepare students for ethical and sustainable leadership.

Key achievements include:

- Integration of sustainability across more than 80% of academic programmes. ICN has also integrated the AXA Climate School into its curriculum. This partnership provides students with access to digital learning modules on climate risks and sustainable practices, including interactive courses, video content, case studies, and self-assessment tools covering topics such as climate systems, biodiversity loss, resource over-exploitation, social inequalities, and the broader impacts of climate change;
- Completion of carbon audits in 2010, 2018, and 2022, with a low-carbon action plan approved for 2024–2026;
- Implementation of the Sulitest, Climate Fresk, and Diversity Fresk as standard learning tools;
- Recognition through the DDRS Label in 2023 and full membership in PRME and the UN Global Compact;
- A Professional Equality Index score of 96/100 and active participation in Cordées de la Réussite;
- Preliminary work toward developing a Green IT strategy and Responsible Purchasing Policy;
- The launch of Station A as an impact incubator and active participation in the Agence de la transition écologique's Act'sup programme.

This 18-month initiative supports the development of a practical low-carbon strategy through individual coaching with accredited firms, collective exchanges on best practices, and expert-led sessions. ICN was selected as part of the first higher-education cohort, alongside ten other institutions;

- Establishment of an Ethics Review Committee to oversee research integrity.
- Integration with a particular emphasis on responsible consumption and production (SDG 12), decent work and economic growth (SDG 8), and industry, innovation and infrastructure (SDG 9); and
- Incorporating a PhD and a DBA program, with mandatory classes related to SD, ESG and CSR. Each dissertation has to prove its connection to specific SDGs. Several PhD projects deal explicitly with enhancing research of a specific SDG.

Through these achievements, ICN demonstrates how business education can combine creativity, responsibility, and innovation to deliver tangible progress on the Sustainable Development Goals.

In terms of sustainability-oriented research, ICN incorporates several research chairs dedicated to sustainable development and ESG:

- The People Leadership chair explores individual behavioural dynamics to raise awareness about the transformation of our societies and the role and contribution of each person, from both a human and strategic perspective in a multicultural context; The Chair's flagship applied research programme, Jeu de l'épargnant (The Saver's Game), focuses on savings behaviours and wealth accumulation;
- #ATM and Transdisciplinary for ESG Chair. Rooted in ICN's distinctive ATM philosophy, the Chair

- seeks to redefine the boundaries of learning, research, and action through transdisciplinary and practice-based collaboration to reach the sustainability goals;
- The Chair, Empower Individuals and Organisations through AI adopts a transdisciplinary approach to explore how AI can support innovation, responsible business, and sustainable societal transformation;
- The Chair on Biodiversity & ESG Reporting envisions a future where thriving ecosystems and societies go hand in hand. It seeks to transform the way we understand and value nature, not as a constraint, but as a source of innovation, resilience, and shared prosperity; and

- Asset Allocation, Social Responsible Investment and M+A. The Chair deals with the question on how within aging societies, investments and asset allocations can be done in a socially responsible and sustainable way, with regard to national cultures and needs.

ICN has adopted, and will lead for GEDU on, SDG 12: Responsible Consumption and Production, showcasing its initiatives in sustainable procurement, decarbonization approach, and training in sustainability.

Advancing the United Nations Sustainable Development Goals

ICN's academic portfolio includes bachelor's, master's and executive programmes that collectively contribute to all seventeen Sustainable Development Goals. Each programme applies ICN's transdisciplinary ATM pedagogy to connect creative practice with sustainability outcomes.



SDG 1: No Poverty

ICN contributes to social inclusion through its social outreach policy. The school supports equal access to higher education through apprenticeships, partnerships such as with the Citizen Institute, and by awarding scholarships to students facing the greatest difficulties through its social committee.



SDG 3: Good Health and Well-being

Through the MSc course on Cultural Sustainability, the Masters in Management course Optimising Workspace for Productivity and Creativity, and the BB Days initiative promoting wellness and inclusion, ICN addresses health and wellbeing.

Counselling services, quality-of-life workshops and psychological support are available for students and staff.



SDG 4: Quality Education

The Citizen Project, SMARt Hackathon and the courses such as Design Thinking for Sustainable Change in the Master in Management programme advance sustainability literacy across disciplines. More than eighty per cent of courses

include sustainability content. Sulitest and Climate Fresk are embedded as learning tools in the Bachelor and Master levels. The Berlin campus fosters intercultural understanding and global citizenship. ICN's #ATM pedagogy enables learners to move from intention to action, integrating community engagement into education.



SDG 5: Gender Equality

Courses such as Sustainable Human Resource Management, Signature Strengths for Personal Leadership Style, and BB Days Women's Empowerment Series in the MSc programme contribute to gender equality. ICN achieved a score of ninety-six out of one hundred on the French Professional Equality Index, promotes gender parity in governance, and participates in the United Nations HeForShe campaign. An Equity, Diversity and Inclusion policy is being incorporated into institutional regulations. ICN is a signatory of the LGBTQ+ charter of L'Autre Cercle, a French non-profit organisation dedicated to promoting LGBTQ+ inclusion and combating discrimination in the workplace.



SDG 7: Affordable and Clean Energy

Courses such as Climate Actions in the Bachelor in Management programme and Management 4.0 and Leadership in the MSc programme include topics on energy transition. The school applies energy efficiency measures and encourages soft mobility across its campuses.



SDG 8: Decent Work and Economic Growth

Courses such as Strategic CSR in the Executive MBA and Strategic Negotiation for Sustainable Growth in the MSc foster responsible management practices. The Conference on Disability and Entrepreneurship promotes inclusive employment. The Corporate Lab provides consultancy to partner organisations, connecting academic learning with sustainable economic development.



SDG 9: Industry, Innovation and Infrastructure

Through courses such as Product Design and Materials, Wine and Spirits, and Advanced Negotiation in the MSc, ICN links research to practical innovation. Station A, the school's impact incubator, supports start-ups focused on social and environmental challenges, while the Green IT initiative advances responsible digital transformation.



SDG 10: Reduced Inequalities

ICN implements an anti-discrimination and disability plan, supports the LGBT+ Charter of *L'Autre Cercle*, and offers scholarships promoting diversity and accessibility. Training on equality and harassment prevention as well as on sexual and gender-based violence are delivered regularly to staff and students.



SDG 11: Sustainable Cities and Communities

Through courses such as Creative Days and Current Issues in Marketing and Branding in the MSc, which explores sustainable urban narratives, ICN promotes awareness of sustainable communities. Collaboration with the Grand Est Regional Circle of Global Compact France supports local sustainable development.



SDG 12: Responsible Consumption and Production

Courses such as Cultural Sustainability in the MSc and Knowledge Management in the Bachelor in Management address responsible production. The Responsible Purchasing Policy and the Decarbonisation Strategy currently being developed advance sustainable consumption, and circular-economy principles guide procurement and event management.



SDG 13: Climate Action

The school conducts regular carbon assessments and implements a low-carbon strategy targeting a five per cent annual reduction in emissions. Environmental education and biodiversity workshops are embedded in curricula, and actions are supported by the ICN Creative Fund and the Post-Carbon Commitments Charter in Paris La Défense.



SDG 17: Partnerships for the Goals

The Artem alliance with ENSAD and Mines Nancy promotes collaboration at the intersection of art, science and business. The research chair on sustainability and CSR strengthens global partnerships in sustainability research. The *Collectif Étudiant* ICN Impact unites student associations to implement sustainability initiatives. ICN maintains active partnerships with over one hundred and thirty international universities and participates in UNITAR, PRME and UN Global Compact initiatives.





MetaGedu Apprenticeships



Empowering growth through education, inspiring people, creating opportunity

MetaGedu Apprenticeships is a leading provider of skills-based education in the United Kingdom, aligning learning with the evolving needs of the modern workforce. In collaboration with the Department for Education, Ofsted, and the National Apprenticeship Service, MetaGedu delivers high-quality apprenticeship programmes that connect education, employment, and opportunity.

Its mission is clear: to provide solutions through education, inspire individuals, and create opportunities for lifelong success. We believe every

learner deserves access to training that builds confidence, competence, and career progression.

Through a solutions-driven approach, MetaGedu bridges the gap between industry and education, ensuring learners gain not only qualifications but also practical experience and professional networks. By embedding inclusivity, rigorous quality standards, and innovative delivery models, it advances multiple Sustainable Development Goals, integrating sustainability, equity, and excellence across all operations.

Institutional highlights and impact

MetaGedu Apprenticeships connects education with industry through work-integrated learning programmes that equip learners with practical skills for sustainable employment.

Key achievements include:

- Developed apprenticeship pathways in business, technology, and finance sectors;
- Partnered with employers to deliver real-world learning and on-the-job experience;

- Implemented training models addressing current and emerging skills gaps;
- Promoted inclusive participation through flexible entry routes and learner support; and
- Strengthened workforce development and innovation through industry partnerships.

MetaGedu Apprenticeships has adopted, and will lead for GEDU On, SDG 9: Industry, Innovation and Infrastructure.

Embedding the SDGs across programmes and practice

MetaGedu Apprenticeships integrates the UN 2030 Agenda for Sustainable Development into teaching, partnerships, and learner support systems.



SDG 4: Quality Education

MetaGedu apprenticeships combines academic rigour with practical experience.

Its curricula is designed by industry experts ensuring future-ready skills, supported by structured mentoring and sequenced learning models.



SDG 5: Gender Equality

MetaGedu champions gender equality through unbiased recruitment, mentorship, and targeted support for women in technical and leadership roles.



SDG 8: Decent Work and Economic Growth

MetaGedu collaborates with employers such as Royal London, LGT Wealth Management, and Aventus, to deliver programmes that create sustainable employment and boost productivity.



SDG 9: Industry, Innovation, and Infrastructure

Through innovative delivery models and technology-enhanced learning, MetaGedu prepares learners for future-oriented sectors, including engineering, finance, and digital services.



SDG 10: Reduced Inequalities

Inclusive policies remove barriers for mature learners, individuals with disabilities, and underrepresented groups, reinforcing education as a pathway to equity.



SDG 16: Peace, Justice, and Strong Institutions

Rigorous quality assurance and ethical delivery strengthen trust and accountability across all operations.



SDG 17: Partnerships for the Goals

Collaboration with employers, government agencies, and community partners drives a shared responsibility for skills, employability, and inclusive growth.





MLA College



Advancing global maritime sustainability through education

Since its establishment in 2012 as the Marine Learning Alliance at the University of Plymouth, MLA College has evolved into a distinguished registered Higher Education Institution, pioneering accessible, inclusive, and innovative 21st century skills-based education with a global reach. As the education partner of CIFAL London (now under GEDU), a vital member of the United Nations Institute for Training and Research (UNITAR) global network, MLA College embodies a commitment to sustainability that extends far beyond environmental responsibility.

At MLA College, education transcends boundaries. The College's pioneering distance learning model makes UK higher education accessible to learners worldwide, breaking down traditional barriers of geography, work commitments, and life circumstances. This commitment to lifelong learning prepares individuals, teams, and businesses for an evolving global economy, representing true education beyond borders. Core values such as educational excellence, equality, diversity, inclusion, integrity, creativity, academic freedom, and accessibility to guide all institutional practice.

Institutional highlights and impact

MLA College delivers distance-learning degrees focused on maritime operations, environmental management and sustainability.

Key achievements include:

- Development of accredited online programmes in marine and environmental studies.
- Partnership with UNITAR through the CIFAL network, supporting education for sustainable development;
- Delivery of programmes that integrate ocean literacy, sustainability and technological innovation;
- Provision of scholarships and outreach initiatives promoting inclusion and lifelong learning;

- Research and public engagement activities addressing climate resilience and responsible resource management; and
- Integration of marine and urban sustainability principles into curriculum and projects.

MLA has adopted, and for GEDU will lead on, SDG 11 and SDG 14, showcasing contributions to sustainable cities, communities, and ocean conservation.

Advancing the United Nations Sustainable Development Goals

MLA College integrates the SDGs throughout its programmes, student support, and institutional practices. In 2025, the College continued implementing SDG-aligned initiatives, linking theory with practical engagement and industry partnerships.



SDG 1: No Poverty & SDG 10: Reduced Inequalities

Distance learning removes geographic and financial barriers, enabling career advancement without relocation costs.



In 2025, the UN Scholar Scheme provided

educational opportunities to 25 UN employees and families worldwide, while the MLA Bursary Scheme supported 40 students from low-income backgrounds. As a signatory to the AdvanceHE Disabled Student Commitment, MLA implemented comprehensive accessibility measures including extended examination time and specialised accommodations, ensuring equitable participation and inclusive education.



SDG 2: Zero Hunger & SDG 14: Life Below Water

Maritime programmes uniquely position students to address food security and ocean sustainability. Curriculum explores global food systems, sustainable fishing



practices, maritime supply chains, and the vital role of healthy oceans in supporting human nutrition. Students engage with ocean science, climate impacts on marine ecosystems, and responsible maritime operations, preparing professionals to lead sustainable management of the world's blue economy.



SDG 3: Good Health and Well-being

Flexible distance learning supports the mental health and work-life balance of mature students managing professional and personal commitments alongside studies. Curriculum integrates planetary health, social determinants of health, and interconnections between environmental sustainability and human wellbeing. In 2025, wellbeing-focused initiatives reinforced the link between academic success and personal support.



SDG 4: Quality Education

MLA democratises access to world-class UK higher education through innovative delivery. In 2025, MLA in partnership with UNITAR, launched 17 CPD-accredited bite-sized courses - one on each of the SDGs, providing accessible, high-impact sustainability education. Expansion of the sustainability programme portfolio and Silver Sponsorship at London International Shipping Week enabled thought leadership and global engagement. Co-sponsorship of the PIEoneers Awards 2025 Excellence in Data and Insight Award showcased MLA's contribution to advancing maritime and sustainability education.



SDG 5: Gender Equality

Recognising persistent gender inequalities in maritime and STEM sectors, MLA launched its Women in Maritime Bursary and Women in STEM Bursary programmes (£500 each) in March 2021. These initiatives provide tangible financial support alongside symbolic commitment to gender parity in traditionally male-dominated technical and scientific professions, directly connecting to global efforts to achieve gender equality in education and employment.



SDG 6: Clean Water & SDG 7: Affordable Energy

MSc programmes address water resource management and energy transition. In 2025, 120 students in Advanced Oceanography for Professionals and Global Sustainable Development examined freshwater systems, ocean science, and sustainable energy technologies. Graduates were equipped to develop clean energy solutions and sustainable infrastructure supporting universal access to essential resources.



SDG 8: Decent Work and Economic Growth

Professional education advances decent work through career-relevant qualifications and pathways to chartered status. In 2025, over 140 students were enrolled across four MSc programmes and the MBA, supporting sustainable economic growth and professional development.



SDG 9: Industry & Innovation

Programmes integrate contemporary maritime industry practices, engineering management, and emerging technologies. In 2025, panel sessions at London International Shipping Week engaged 80 students, preparing them for the future workforce and emerging maritime technologies. Partnerships with industry leaders ensured knowledge exchange, research translation, and innovation aligned with sustainability principles.



SDG 11: Sustainable Cities & SDG 12: Responsible Production

Urban sustainability, responsible consumption, and sustainable production are embedded in curriculum. In 2025, the MSc Sustainability in Practice challenged 60 students to identify workplace or community sustainability challenges and implement applied solutions, generating measurable impact and supporting responsible production practices.



SDG 13: Climate Action

Climate change forms a central pillar of MLA's educational offering. MSc Global Sustainable Development and Advanced Meteorology for Professionals provided specialised climate science and planetary boundaries education. Initiatives in 2025 engaged over 100 students in applied sustainability projects, enhancing climate literacy and sector-specific adaptation strategies.



SDG 15: Life on Land

Sustainability programmes addressed terrestrial ecosystems, land-use change, and biodiversity. In 2025, students explored biospheric integrity and holistic planetary sustainability, recognising interconnections between land and ocean systems.



SDG 16: Peace & Justice, & SDG 17: Partnerships

Partnerships exemplify MLA's commitment to global collaboration. In 2025, MLA strengthened engagement with UNITAR, CIFAL London, and industry partners.

Active contribution to global discussions on skills, technology, and sustainability is embedded in institutional engagement. Forward-looking priorities include working towards Degree Awarding Powers and University status, enriching student experience and extending industry relevance, fostering creative collaboration with national and international partners, and expanding professional chartership pathways, advance both SDG 16 and SDG 17.







Queen Elizabeth's Global Schools



Queen
Elizabeth's
Global Schools

Advancing global citizenship through British Education and sustainable development

Rooted in over 450 years of British educational heritage, Queen Elizabeth Global Schools (QEGS) represents a historic collaboration between Queen Elizabeth's School, Barnet, founded in 1573 and one of the UK's most respected state grammar schools, and GEDU Global Education. Together, they are redefining international K–12 learning through a model that unites academic excellence, cultural adaptability, and sustainability-driven values.

As the first-ever international expansion by a UK state school, QEGS embodies the vision of making high-quality British education accessible across continents. The first campuses, opening in India and the United Arab Emirates in 2026, will provide inclusive, future-ready learning environments aligned with the SDGs.

Institutional highlights and impact

QEGS promotes global citizenship and sustainability literacy through early education, integrating high-quality British pedagogy with inclusion, equity, and environmental responsibility. The institution advances transformative K–12 learning while embedding sustainability principles into teaching, operations, and community engagement.

Key achievements include:

- Integration of sustainable practices into school design and construction;
- Integration of sustainability and civic engagement into the school curriculum;
- Collaboration with educational authorities to

- support quality assurance and curriculum development;
- Promotion of bilingual and intercultural education preparing students for global citizenship;
- Organisation of community and cultural events supporting inclusion and social responsibility;
- Implementation of teacher training and professional development aligned with global education frameworks; and

- Incorporation of climate literacy, green campus initiatives, and student-led environmental projects.

QEGS has adopted, and will lead for GEDU on, SDG 13: Climate Action, showcasing initiatives in environmental education, climate projects, and sustainable campus development.

Advancing the United Nations Sustainable Development Goals



SDG 3: Good Health and Well-being

QEGS Well-being has been designed as a core pillar of the QEGS experience from the outset. Throughout 2025, the new campuses incorporated dedicated wellbeing centres, pastoral frameworks, and moral education strands that promote physical, mental, and social health. Safeguarding structures, staff training, and behaviour systems were developed to ensure that students enter a safe, nurturing, and balanced environment from their first day in 2026.

To further support whole-child development, the school designs include dedicated yoga and meditation spaces, a sensory garden, and specialist sensory rooms that enable regulation, calm, and emotional resilience. These environments were purposefully planned to meet the needs of diverse learners and to promote wellbeing across all stages of childhood and adolescence.

In 2025, QEGS also signed a Wellbeing Partnership with King's College Hospital London, establishing an on-site paediatric clinic within the school. This partnership ensures direct access to specialist medical services for students, strengthens the wellbeing and safeguarding ecosystem, and provides workplace wellbeing and corporate health programmes for staff. Together, these measures place student and staff wellbeing at the centre of our educational vision and reinforce our commitment to SDG 3.



SDG 4: Quality Education

QEGS is focused on building a transformative educational model that

brings together the academic excellence of Queen Elizabeth's School, Barnet and the forward-looking innovation expected of a world-class international school. Throughout 2025, the QE Futures curriculum, bilingual pathways, dialogic pedagogy, and AI-enabled learning systems were finalised to ensure that every student will have access to high-quality, inclusive, and future-ready education from their first day in 2026. Teacher recruitment and professional development were also designed to prioritise equitable practice, global citizenship, and evidence-based teaching.

Comprehensive Academic Plans, detailing the schools' commitments to quality education, were submitted to education regulators in both Dubai and India as part of the school-opening approval process. These plans set out our academic vision, curriculum structure, assessment philosophy, and inclusion frameworks, aligning with local regulatory standards while upholding QE's heritage of excellence.

In 2025, QEGS leaders and academic teams travelled to Queen Elizabeth's School, Barnet to "extract the DNA" of one of the UK's most successful grammar schools. Through structured immersion visits, leadership dialogues, classroom observations, and curriculum mapping sessions, the team captured the culture, values, systems, and pedagogical practices that underpin QE Barnet's exceptional outcomes. This work ensures that the educational experience offered in the UAE and India authentically reflects the standards, scholarship, and ethos that define QE Barnet, enabling a faithful and rigorous transfer of quality education across continents.



SDG 5: Gender Equality

Gender equity has been embedded into school design, curriculum planning, and student leadership structures. In 2025, the QE curriculum and co-curricular frameworks were written to promote equal participation in STEM, sport, leadership, and enrichment. Recruitment processes and safeguarding frameworks were created to uphold a culture of respect, fairness, and opportunity for all students and staff.



SDG 8: Decent Work and Economic Growth

In 2025, QEGS kickstarted its K-12 operations in the UAE and India. It is anticipated this will generate 400+ jobs over the next three years. There are plans for further schools by 2028.

By nurturing entrepreneurial thinking and employability skills, QEGS prepares students for sustainable industries. In 2025, career-skills frameworks, entrepreneurship modules, and industry partnerships were integrated into the QE Futures curriculum to ensure that from 2026 onward students are prepared for the industries of the future.



SDG 9: Industry, Innovation and Infrastructure

Innovation guided every stage of the 2025 campus-planning process. State-of-the-art learning environments, digital-first classrooms, climate-responsive buildings, and AI-supported teaching tools were incorporated into the masterplans for Dubai and India. The integration of XR, Esports, bilingual AI platforms, and Apple Distinguished

School standards reflects QE's commitment to world-class innovation.



SDG 10: Reduced Inequalities

Admissions frameworks, scholarship models, and inclusion policies have been developed to ensure equitable access across socio-economic backgrounds and learning needs. Planning included early-years language support, SEND infrastructure, and cultural inclusion initiatives designed to reduce structural educational inequalities when campuses open in 2026.



SDG 11: Sustainable Cities and Communities

The new QE campuses were master planned in 2025 with an explicit focus on sustainable construction, green learning environments, and community engagement. Outdoor learning zones, low-carbon design principles, and shared community facilities were built into campus plans to support healthier, more sustainable local communities. Both campuses are aspiring for LEED Certification.



SDG 13: Climate Action

Climate responsibility has shaped both the educational and operational planning for QEGS throughout 2025. As part of the design of the QE Futures curriculum, climate literacy, environmental science modules, and student-led sustainability programmes were designed as core components, ensuring that students develop an early and informed understanding of environmental stewardship.



Inquiry cycles, project-based learning, and civic engagement opportunities were built into the curriculum so that QE students begin engaging in meaningful climate action from their first term in 2026.

Beyond curriculum design, climate action has informed day-to-day planning and decision-making across the organisation. In 2025, QEGS started prioritising responsible procurement, selecting local and regional suppliers wherever possible to reduce transport-related emissions. This included choosing a uniform manufacturer within Dubai to reduce transportation. Also sourcing from suppliers with demonstrated commitments to sustainable textiles; and prioritising fit-out contractors who comply with energy-efficient and waste-conscious construction standards.

Campus masterplans were shaped by green design principles, integrating energy-efficient infrastructure, optimised natural lighting, low-water landscaping, and recycling and waste-reduction systems. Outdoor learning zones, science gardens, and eco-labs were included to support hands-on environmental inquiry. Carbon-conscious design guidelines, developed in partnership with GEDU's sustainability team, ensured that each new QE campus reflects a long-term commitment to responsible resource use.

Internally, the QEGS team adopted climate-aware ways of working during 2025. Digital-first workflows reduced paper consumption; virtual collaboration replaced non-essential travel; and sustainability

considerations were embedded into all procurement reviews, vendor assessments, and policy drafts.

Staff professional development also introduced climate literacy and the principles of sustainable school leadership, ensuring that the operational culture of the school aligns with the values taught to students.



SDG 16: Peace, Justice, and Strong Institutions

Integration of moral education, global citizenship programmes, and civic engagement initiatives cultivates responsible, ethical leadership. Governance structures, behaviour policies, and citizenship curricula were finalised in 2025 to promote ethical leadership, respect, fairness, and social responsibility. Global citizenship and moral education frameworks are designed to cultivate responsible future leaders.



SDG 17: Partnerships for the Goals

Collaboration underpins QEGS mission. In 2025, strategic alliances with GEDU Global Education; Queen Elizabeth's School, Barnet; local regulators; universities; and global partners helped to establish robust academic, operational and sustainability frameworks. Partnerships with the British Embassy (UAE) and British High Commission (India) advanced educational diplomacy. Collaboration has been central to the 2025 planning year. These partnerships will continue to drive high-impact.





Schiller International University



Honouring a legacy of global education and sustainable leadership

Schiller International University (SIU), established in 1964, is named in honour of Friedrich Schiller, the German poet and philosopher whose work emphasised human freedom, beauty, and potential. SIU's mission is to provide international education that transcends national, cultural, and disciplinary boundaries. The university aims to prepare future leaders capable of advancing peace, justice, and sustainability in an interconnected world.

SIU operates four campuses in Heidelberg, Madrid, Paris, and Tampa. Its alumni network exceeds 20,000 individuals representing more than 130 nationalities. The university aligns its academic programmes, partnerships, and campus initiatives with the United Nations Sustainable Development Goals (SDGs), ensuring that graduates are equipped to address global challenges.

Institutional highlights and impact

Key achievements include:

- Delivery of internationally recognised programmes that embed sustainability and ethical leadership;
- Participation in the UNITAR partnership through CIFAL affiliation, promoting training on the 2030 Agenda;
- Implementation of challenge-based and intercultural learning approaches connecting students across campuses;
- Expansion of programmes in STEM, business, and sustainability reflecting global workforce trends;
- Launch of STEM and sustainability programmes and dual degree partnerships with the University

- of Roehampton and Dublin Business School;
- Flexible scheduling, industry partnerships, and experiential learning enhancing employability and leadership development;
- A global alumni network of over 20,000 contributing to diplomacy, business, technology, and sustainability sectors;
- Students from more than 130 nationalities fostering intercultural understanding and inclusive learning environments;
- Campus-wide sustainability initiatives, including environmental clean-ups, community partnerships, and campaigns such as “Respect It All”;
- Collaboration with academic and industry partners to advance research and innovation linked to the SDGs; and
- Advancement of gender equality (SDG 5) through leadership training, mentorship programmes, and targeted scholarships such as the Seeds of Peace Scholarship, supporting women and students from conflict-affected regions to pursue education and leadership opportunities.

Schiller International University has adopted, and will lead for GEDU on, SDG 5: Gender Equality, highlighting its commitment to empowering women, advancing inclusive leadership, and promoting equal opportunities across its global campuses.

Advancing the United Nations Sustainable Development Goals

Schiller International University (SIU) integrates the 17 Sustainable Development Goals (SDGs) into its academic programmes, student activities, and institutional operations, with the objective of equipping graduates with the competencies to address complex global challenges.



SDG 1: No Poverty

Courses in International Relations, Business, and STEM, including International Economic Problems and Development Economics, equip students to design sustainable livelihoods and poverty reduction strategies. Approximately 80% of the student body is international, and scholarships such as the Global Citizen Scholarship (up to 50% tuition coverage) and Academic Excellence Scholarship (up to 90% tuition coverage) reduce financial barriers, supporting socio-economic inclusion.



SDG 2: Zero Hunger

In 2025, more than 100 students participated in the Urban Farming Visit, gaining practical experience in urban food systems, sustainable production, and food supply chain management.



SDG 3: Good Health and Well-being

Courses, including Sustainability and Health, Behavioural Psychology and Wellbeing, and Human Rights foster holistic wellbeing. The Heidelberg campus held the Wellness Challenge, which engaged over 200 participants, promoting physical, mental, and social health.



SDG 4: Quality Education

SIU provides high-quality education through multi-campus programmes, dual degrees, and scholarships. In 2025, the Open Day with Ms. Ebru Canan Sokullu of UNITAR event engaged over 150 prospective students. Dual degrees are offered with the University of Roehampton (since 2014) and Dublin Business School (since 2024). Alumni engagement through the Alumni Talk at the Paris Campus involved 80 participants, strengthening leadership and social justice competencies.

The MSc in Sustainability Management, provides skills for sustainable development leadership. The 2-days Global Education Revolution event engaged thought leaders, authorities, educators, philosophers and media to debate the future of education on the time of AI and technology.



SDG 5: Gender Equality

SIU's Leadership training and human rights education advance gender equality:

- 60% of participants in the Open Day and Ebru Canan Sokullu session were female;
- The Seeds of Peace Scholarship supported students from conflict-affected regions (the Russian Federation, Ukraine, Palestine, State of Israel, Republic of Lebanon);
- 60 girls benefitted from the STEM Talent Girls Partnership with Fundacion Asti, and the workshops in Madrid for high ability children also included girls.



SDG 6: Clean Water and Sanitation and SDG 7: Affordable Clean Energy

STEM and sustainability curricula include *Environmental Policy*, *Energy Economics*, and *Resources and the Environment*, preparing graduates to develop clean

technology solutions, sustainable infrastructure, and policy frameworks supporting universal access to essential resources. In 2025, approximately 120 students participated in these courses and applied their knowledge in practical projects across campuses, contributing to sustainability initiatives and resource management.



SDG 8: Decent Work and Economic Growth

Courses in Entrepreneurship, Organisational Psychology, HR Management, and Ethics, combined with the ESG Speaker Visit attended by 70 students, prepared students for sustainable economic engagement and responsible leadership. Partnerships, including with IBM in 2022, provided experiential learning opportunities for all students in all programs.



SDG 9: Industry, Innovation, and Infrastructure

STEM programmes launched in 2021, and training in Agile Methodologies, Artificial Intelligence, and Project Management engaged 60 students in innovation projects. The IBM partnership facilitated industry-aligned skill development and applied research.

SIU offers their graduate students the opportunity to develop their thesis in collaboration with Elevatorfy, an incubator and accelerator that supports innovative ventures.

Through our Global Innovation Challenges, students also gain hands-on experience working with Agile

Methodologies, developing an entrepreneurial mindset and real-world problem-solving skills.



SDG 10: Reduced Inequalities

Global Governance, Ethics, and Human Rights courses, together with scholarship

programmes such as Seeds of Peace, supported over 100 students from diverse socio-economic backgrounds. The university's international community comprises 130+ nationalities, with 80% international students, fostering inclusion and equity.

The SIU Paris campus partners with Serve the City to involve students in community service projects supporting vulnerable populations. SIU's Global Thanksgiving Volunteer Action, carried out simultaneously across SIU's four campuses, mobilised students and staff in local volunteering initiatives, generating impact for more than 300 participants. SIU is a committed member of the Rome Call for AI Ethics, which reinforces SIU's dedication to responsible innovation. At its Madrid campus, the School for Dreamers series brings leading speakers on Human Rights and Ethics, inspiring students to reflect on global challenges and responsible leadership.



SDG 11: Sustainable Cities and Communities

Urban Development, Smart Cities, and Sustainable Finance courses integrate urban sustainability. In 2025, more than 80 students participated in Urban Farming Visit and Earth Week 2025 at the Heidelberg Campus, applying theoretical knowledge to sustainable urban projects. SIU implements city tours in all four campuses with students to foster learning from sustainable businesses in the university neighbourhood.



SDG 12: Responsible Consumption and Production

Courses on Sustainable Supply Chains and Ethics, together with the ESG Speaker Visit and the "Respect It All" campaign, enabled students to implement responsible consumption and production practices. At SIU's Madrid campus, a Hackathon was hosted in collaboration with sustainable fashion brand Ecoalf, challenging students to design innovative solutions around circularity and environmental impact. SIU also partnered with a company specialising in 3D-printed prosthetics, integrating social impact into SIU's sports initiatives by creating its campus trophies through their work.



SDG 13: Climate Action, SDG 14: Life Below Water, and SDG 15: Life on Land

Environmental stewardship is integrated into Environmental Dimension, Sustainable Finance, and the Global Challenges courses. In 2025, Earth Week 2025 at the Heidelberg Campus engaged 120 students, Earth Day activities involved around 500 participants across all four campuses, and the Building a Sustainable Tomorrow Webinar convened 60 students and 10 international experts, reinforcing climate action, ecosystem protection, and biodiversity preservation.



SDG 16: Peace, Justice, and Strong Institutions

Courses in International Law, Human Rights, and Conflict and Peace Strategies strengthened justice-oriented leadership. The Alumni Talk at the Paris Campus engaged 80 students, and the Seeds of Peace Scholarship supported 15 students from conflict-affected regions, linking education with peace-building and governance.

As part of SIU's International Relations and Diplomacy Talks, the Ambassador of the Arab League and a representative of the Embassy of Spain in Israel were invited to its campus to talk about negotiation. SIU visits European institutions in Paris and Madrid and actively collaborates with the Model European Parliament Project.

SDG 17: Partnerships for the Goals



SIU collaborates with UNITAR, IBM, Dublin Business School, University of Roehampton, Barna Management School (Dominican Republic), and governmental entities. In 2025, the visit to UNITAR in Geneva included 40 students, and the Building a Sustainable Tomorrow Webinar involved 60 students and 10 experts, strengthening alignment with the UN 2030 Agenda, global partnerships, and international mobility.



Conclusion

GEDU Global Education represents a coordinated model for implementing the Sustainable Development Goals. Its institutions contribute to global and local development through their course content, targeted programmes, partnerships, and community-based actions.

GEDU institutions contribute measurably to sustainable development by:

- Expanding access to inclusive, high-quality education for learners from diverse social, economic, and geographic backgrounds;
- Supporting skills development and employability, thereby strengthening sustainable economic participation and workforce readiness;
- Promoting equity and social inclusion, addressing structural barriers to education and professional advancement;
- Fostering partnerships and collaboration with public institutions, private sector actors, and civil society to amplify impact;
- Delivering accessible and relevant educational programmes that respond to global social and economic priorities; and
- Strengthening institutional and international collaboration to advance sustainable development outcomes;

GEDU's network-wide initiatives provide evidence of the effective integration of the SDGs into institutional operations. By maintaining transparency, monitoring progress, and ensuring accountability, GEDU demonstrates that education is both a human right and a foundational mechanism for promoting peace, social cohesion, economic opportunity, and sustainable development.

By uniting institutions, communities, and learners across the world, GEDU is empowering a new generation of leaders to build a future that is inclusive, just, and sustainable.

GEDU's achievements are both collective and individual. As the group continues to align its programmes with the SDG framework, future reports will incorporate performance data and case studies to document tangible outcomes across the 17 SDGs.





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