



Sustainable Development Goal 1 No Poverty 2026 Report





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1. Introduction.



GEDU's purpose as a global education group positions **Sustainable Development Goal 1: No Poverty** at the centre of its social impact agenda. **GEDU** recognises poverty as a multidimensional challenge encompassing financial hardship,

limited access to education, skills gaps, insecure employment, and social exclusion. Education is positioned as a long-term, preventative intervention that strengthens economic resilience and supports sustainable pathways out of poverty.

Poverty remains a persistent structural challenge across both developed and emerging economies, including regions in which **GEDU** operates. Measured against each country's own median income – reflecting local wages, cost of living, and housing costs – national poverty rates remain significant globally in several countries where **GEDU** is present: 15.6% in France, 18.6% in the United Kingdom, 16.7% in Malta, and 21.9% in India. While these figures are drawn from the same OECD relative poverty methodology, they reflect poverty as experienced within each country's own socio-economic context rather than against a single global benchmark and should be understood accordingly.

These figures demonstrate that poverty is not confined to low-income economies but is closely linked to labour market access, educational opportunity, and long-term economic resilience. Educational inequality remains one of the strongest predictors of long-term poverty risk. People from disadvantaged socio-economic backgrounds consistently experience lower educational attainment and weaker progression outcomes. Educational disadvantage is also strongly intergenerational: around 30% of adults whose parents did not complete upper secondary education fail to do so themselves, compared with 4% among adults whose parents attained tertiary

education. Completion rates for bachelor's degrees are lowest among learners from lower educational background households, reinforcing cycles of educational exclusion and economic vulnerability.

Higher levels of education are consistently associated with improved labour market outcomes and reduced poverty risk. In the United Kingdom, unemployment and inactivity rates remain substantially higher among non-graduates than among graduates and postgraduates. However, structural inequalities persist even among tertiary-educated populations. In 2023, 54% of women aged 25 to 34 held a tertiary qualification compared to 41% of men, yet women continued to experience lower employment rates and earned on average approximately 83% of men's earnings, with migrant women facing compounded disadvantage. These patterns underline the need for education systems that combine access with progression, employability support, and inclusive pathways.

Across **GEDU's** institutions, programme design, delivery models, and student support frameworks are structured to widen participation and reduce barriers to access. Flexible study routes, targeted financial assistance, language provision, employment support, and community engagement enable learners from diverse socio-economic backgrounds to participate in higher education while balancing work, caring responsibilities, or non-traditional educational pathways.

GEDU delivers this education-led poverty prevention model at scale. The Group operates across 16 countries, supporting 75,000+ learners globally through 15 education institutions, and employing 4,500+ staff worldwide. Participation data highlights **GEDU's** reach among learners at a higher risk of economic vulnerability.

This preventative, education-led approach is reflected across **GEDU's** portfolio:

- **ICN Business School** promotes social inclusion by supporting students from all socio-economic backgrounds through access, financial aid, and tailored academic and personal support, enabling them to succeed in education and improve their long-term economic outcomes..
- **Queen Elizabeth's Global Schools** expands access to high-quality K–12 education in Dubai Sports City and Gurugram, India combining rigorous academic standards with strong pastoral care and character development to prepare students for future success.
- **Schiller International University (SIU)** provides internationally focused education in global business, Science, Technology, Engineering, and Mathematics (STEM), and international relations, supporting academic progression, mobility, and cross-border career pathways.
- At **Global Banking School (GBS)** in the UK, the average student age is 37, reflecting strong engagement from mature and working learners, while 71% of students are drawn from the top two quintiles of the Indices of Multiple Deprivation (IMD).
- **MLA College** delivers specialist education in STEM, specifically in maritime operations, engineering, and sustainability, supporting advanced technical skills and professional development in global industries.
- **APAC** provides performing arts training while promoting social inclusion and professional pathways, empowering creatives from diverse backgrounds to achieve economic independence.
- **GBS Malta** delivers Maltese degrees with a focus on wellbeing, career readiness, and international employability, expanding economic opportunity across Europe and the Mediterranean.
- **GBS Dubai** provides UK-quality qualifications in high-demand sectors, equipping students from all over the world with career-ready skills aligned with UAE Vision 2030 and economic growth priorities.
- **École de Management Appliqué (EMA)** delivers applied management education that combines academic learning with professional practice, enabling graduates to secure meaningful employment and contribute to economic resilience.
- **English Path** strengthens global employability and economic participation through accessible language education and career-focused programmes across nine countries.
- **Global Institute of Entrepreneurship (GIE)** enables entrepreneurial talent from diverse backgrounds to develop innovative ideas and equipping learners with the skills required for meaningful, inclusive, and sustainable livelihoods.
- **GlobalU** expands access to higher education through affordable online learning pathways, empowering lifelong learners and promoting economic opportunity globally.
- **MetaGedu Apprenticeships** combines paid employment with accredited learning, directly linking skills development to income generation and sustainable career progression.
- **LOKMANI** operating in India, empowers students from low-income families through sustained access to education, breaking cycles of poverty and enhancing long-term economic resilience.
- **GEDU Services** enhances access and inclusion by providing integrated support for students globally, enabling learners to participate in higher education and improve their long-term earning potential.

By widening participation, supporting progression, and reducing structural barriers to education, **GEDU** contributes to reducing vulnerability to poverty. In alignment with the United Nations 2030 Agenda for Sustainable Development, **GEDU Services**, which is primarily based in Noida in the National Capital Region of India, has been designated as the lead organisation for SDG 1: No Poverty – across the Group.



¹OECD (2025), *Education at a Glance 2025: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/1c0d9c79-en>.
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World Population Review (2026) *Poverty rate by country 2026*, World Population Review. Available at: <https://worldpopulationreview.com/country-rankings/poverty-rate-by-country> (Accessed: 02 February 2026).
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A global presence

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



75,000+

Learners supported globally



16

Countries of operation



15

Education institutions and brands



4,500+

Staff employed globally

2. GEDU Services and SDG 1: No Poverty.

Community Engagement and Volunteering

GEDU Services supports initiatives that improve educational access for children and young people from disadvantaged backgrounds by collaborating with child welfare organisations, orphanages, and non-governmental organisations that focus on education.

By providing essential stationery supplies, including notebooks, pens and diaries to students from low-income households, **GEDU Services** reduces financial barriers that often hinder continuous learning.

Additionally, **GEDU Services** will support the full education of one girl from Uttar Pradesh, enabling her to study at **LOKMANI** and subsequently to pursue higher education either in India or abroad.

GEDU Services volunteers to provide education to

a range of child-welfare organisations, orphanages, and non-governmental organisations (NGOs) who are concerned with education. This initiative reflects SDG 1's emphasis on reducing vulnerability and breaking the intergenerational cycles of poverty through sustained educational access rather than short-term relief.

In December 2025, employees organised a community outreach initiative in Noida, supporting underprivileged children through donations of food, clothing, books, and toys in partnership with a local NGO.

For the purpose of sustained engagement, **GEDU Services** established an internal Volunteer Committee, which recognises two working days per year for volunteer work. Structured mechanisms like this strengthen employee participation in community-based poverty prevention initiatives that promote dignity.



3. GEDU’s Approach to Poverty Reduction.

Education-Led Poverty Prevention

GEDU addresses poverty principally through expanded access to education, affordability measures, and employment outcomes. Academic provision is designed to reduce long-term economic vulnerability by strengthening income potential and labour market participation.

Flexible delivery models, including blended, online, modular, and accelerated pathways, enable learners to combine study with employment and caring responsibilities, reducing opportunity costs and supporting retention.

Direct Community Support

Several **GEDU** institutions complement long-term educational provision with immediate community engagement initiatives.

For instance, **Global Banking School (GBS)** supports food security initiatives through partnerships with local charities and food banks. These activities support students and community members experiencing financial hardship. Across other institutions, students and staff participate in volunteering initiatives supporting social inclusion, child welfare, and community resilience through partnerships with NGOs and local organisations.

Financial Support and Accessibility

GEDU institutions actively invest in financial support that opens doors for learners who might otherwise be excluded. Their funding pathways span across need-based and merit-based awards, dedicated scholarships for women, regional access initiatives, and tailored assistance for students from conflict-affected and underrepresented communities. GEDU support includes:

MLA College

- £500 Women in Maritime Bursary supporting female participation in maritime and sustainability-related study pathways.
- £500 Women in STEM Bursary encouraging women’s access to science, technology, engineering, and mathematics disciplines.

Ecole de Management Applique (EMA)

- 90% fee reduction through Excellence Scholarships widening access to high-achieving students from disadvantaged backgrounds.
- 50% fee reduction through the LATAM to Paris Scholarship strengthening international access and mobility for students from Latin America.

Schiller International University

- 50% fee reduction through the Seeds of Peace Scholarship supporting learners from conflict-affected and underrepresented communities.
- **Financial contributions to the Zimbabwe Education Trust** supporting access to education and essential services for vulnerable and underrepresented communities, including learners with disabilities, thereby advancing social inclusion and reducing barriers to educational participation in Zimbabwe.

In addition, accessibility measures for students with disabilities and additional learning needs further support retention and progression, reducing the risk of long-term economic disadvantage linked to educational exclusion.

Flexible and blended learning models enable learners to combine study with employment, entrepreneurship, or caring responsibilities, reducing opportunity costs and supporting successful completion.

Given the strong evidence that educational attainment and poverty are intergenerationally linked, **GEDU’s** targeted financial and accessibility support is a critical mechanism for disrupting inherited disadvantage, helping learners break cycles in which parental education levels determine future economic outcomes.

5. Conclusion.

GEDU’s contribution to SDG 1 is grounded in a preventative, education-led poverty reduction model. **GEDU** integrates SDG 1 into its institutional strategy, academic provision, financial support, and employee engagement. By expanding access to quality education, strengthening employment and entrepreneurship, supporting affordability, and engaging directly with communities, **GEDU** addresses both immediate needs and poverty structural drivers.



GEDU volunteers engaged with young children, providing essential support.



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