



# Sustainable Development Goal 8 2026 Report





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# 1. Introduction.

## 8 DECENT WORK AND ECONOMIC GROWTH



GEDU's purpose as a global education group has at its centre the **Sustainable Development Goal 8: Decent Work and Economic Growth**.

GEDU recognises education as a critical driver of workforce participation and inclusive economic growth, supporting learners to improve their livelihoods.

Across GEDU's institutions, academic programme design and delivery reflect local economic conditions, ensuring that skills development, career pathways, entrepreneurship support and employment outcomes are relevant to regional labour markets.

This locally responsive approach is reflected across GEDU's portfolio:

- **The Australian Performing Arts Conservatory (APAC)** prepares graduates for careers in performing arts, screen production, media, and education, supporting economic participation within the creative industries.
- **Global Banking School (GBS), GBS Malta, and GBS Dubai** deliver programmes in finance, construction, and healthcare leadership that respond directly to workforce needs.
- **ICN Business School** strengthens employability through large-scale apprenticeships, strong employer engagement, and close alignment between academic provision and labour market demand across Europe.
- **MLA College** provides specialist provision in engineering, maritime, and sustainability, addressing global and sector-specific skills needs.

- **Schiller International University** equips students with skills in global business, STEM, and international relations, supporting international mobility and cross-border careers.

By widening participation and supporting international mobility, GEDU contributes to reducing inequalities in access to education and employment, particularly for learners from emerging and developing economies. Across the Group, employment, entrepreneurship, and ethical leadership are embedded within educational provision, supported by flexible study models, employer engagement, careers guidance, and work-based learning opportunities.

GEDU is also investing significantly in education infrastructure and employment creation, including major investment in India through the development of a campus in GIFT City, Gujarat, and a Global Centre of Excellence in Noida. In August 2026 we will open **Queen Elizabeth's School, Gurugram** in the National Capital Region. Plans are also being developed for a GEDU Global Education City.

In alignment with the United Nations 2030 Agenda for Sustainable Development, this report provides a factual overview of GEDU's contribution to SDG 8 across its global operations, spanning 16 countries across the Americas, Asia-Pacific, Europe, the Middle East, and South Asia. GEDU's portfolio comprises 16 education institutions and brands, collectively supporting 75,000+ learners worldwide and employing approximately 4,517 staff. **Global Banking School (GBS)** has been designated as the lead institution for SDG 8 across the Group.



### 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



14

Education institutions and brands



4,517

Staff employed globally



## 2. Global Banking School & SDG 8: Decent Work and Economic Development.

**Global Banking School (GBS)** delivers inclusive higher education with a strong focus on employment, enterprise, and economic participation. Its education model supports lifelong learning for a diverse student population, with a median student age of 37 years, enabling learners to combine study with employment, caring responsibilities, community engagement, and business ownership.

**GBS** makes a direct and measurable contribution to economic growth in the UK. Across its campuses in Birmingham, Leeds, Manchester, West London, and East London, **GBS** employs approximately 2,300 staff and has contributed £132 million to the UK economy over the past five years, including £100 million in corporate taxes. Its academic provision is deliberately market-aligned, addressing skills gaps in construction, healthcare, digital technologies, and artificial intelligence.

Health and social care provision at **GBS** directly responds to workforce pressures across the NHS and wider care system. The UK faces over 133,000 NHS vacancies, including 47,000 nursing posts,

with projections indicating a need for up to 488,000 additional staff by 2030. Social care faces similarly acute challenges due to rising demand and workforce shortages. In this context, over 6,000 students are currently enrolled on **GBS** health and social care programmes, supporting the development of a domestic workforce capable of contributing to service capacity, workforce resilience, and reduction of pressure on waiting lists.

**GBS** also plays a role in addressing construction workforce shortages linked to housing and infrastructure delivery. The construction sector requires an additional 239,000 workers by 2029 to meet national housing targets and infrastructure demand. 6,000+ students are currently studying construction management programmes at **GBS**, supporting the supply of skilled graduates to the sector. These programmes are aligned with employer needs and informed by Industrial Advisory Boards, ensuring relevance to housing, construction, and the built environment.

Alongside sector-based education, **GBS** promotes economic activity through its Enterprise Hub,

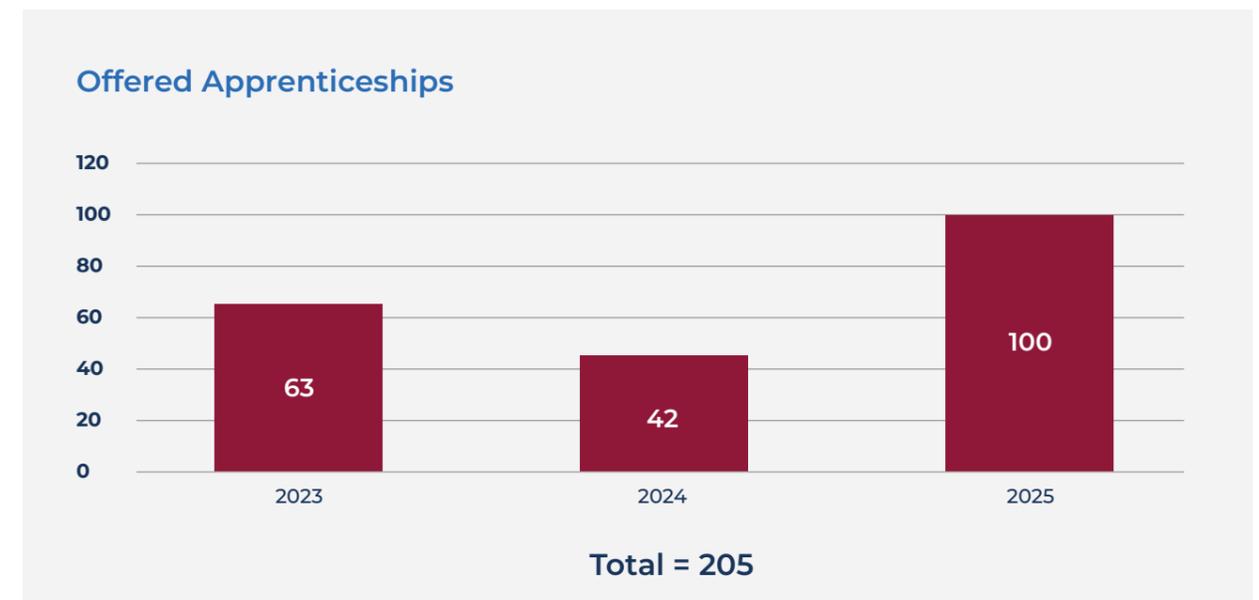
supporting student entrepreneurship from ideation to launch and growth. Since February 2025, the Enterprise Hub has supported 273 students to launch businesses, with a further 1,800 students supported at the ideation and pre-launch stage. **GBS** estimates that student enterprises supported across its campuses generate approximately £35,000 in business growth per month per campus, equating to around £2.6 million in business growth annually, contributing to local economies and job creation.

Inclusive access underpins **GBS**'s contribution to economic participation. A high proportion of students come from areas of socio-economic disadvantage, and flexible delivery models enable learners to remain economically active while studying. Strong student outcomes and external recognition reflect the quality of provision and its role in supporting sustainable livelihoods.

## Key Achievements.

### Apprenticeships and Workforce Development

Apprenticeships opportunities in 2025 increased by 138% compared to 2024



### Progression into Employment

Apprentices completing and offered permanent roles: **69.7%**

### Student Demographics and Inclusion

- Gender split (active students): **54%** male and **46%** female
- Students from IMD bottom two quintiles: **71%**
- Meridian student age: **37 years**

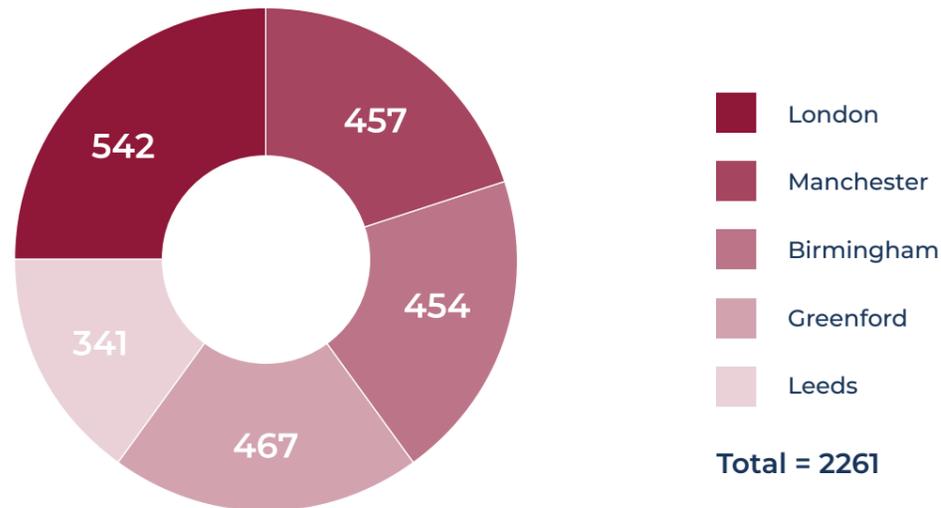


## Employment and Economic Contribution

### Staff Employment

- Academic staff: **1187**
- Professional staff: **1074**

### Staff by GBS UK Campus

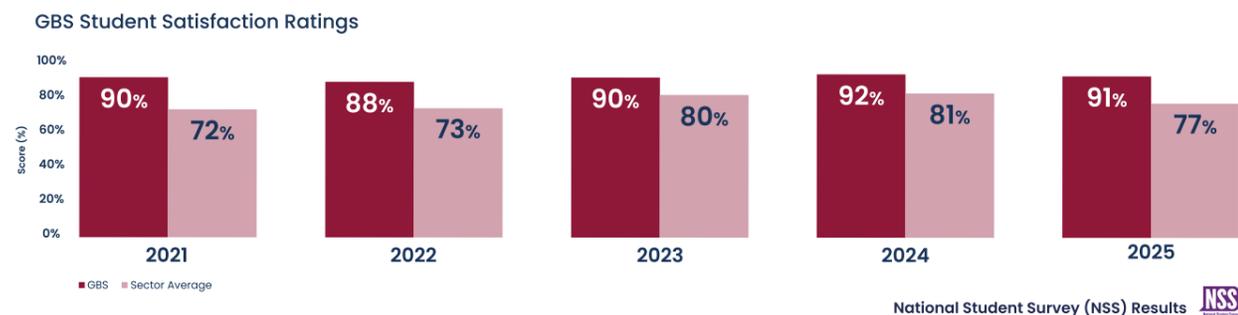


## Enterprise and Economic Growth

- Students supported by Enterprise Hub (pre-launch): **2800**
- Student businesses launched (2025): **273**
- Recorded business support growth generated per year: **£ 2.6 million**
- Students having an interest in opening own business: **18%**
- Students who are UK business owners: **9%**

## Quality and Teaching Excellence

Over the last 5 years GBS has out-performed the national average in the National Student Survey.



## Impact Stories

### Student Pathway to Decent Work

Imran Younas retrained through the **GBS** HND in Health and Social Care Practice, gaining access to sustainable employment and progression to degree-level study.

### Graduate Contribution to Inclusive Growth

Jbar Yahya founded Luminaire Rural Development Organisation, supporting employability and economic resilience through vocational education.

### Enterprise and Job Creation

- **Janos Vegvari** generated £6,000 in sales following participation in a GBS Enterprise Conference and is scaling his business towards full-time operation.
- **Kristine Carina Liwanag Llante** is an experienced Michelin star pastry chef with over ten years in the hospitality sector, having worked in leading Leeds restaurants including Bibis and Tattu, and featured in the 2020 series of The Great British Bake Off. She joined **Global Banking School (GBS)** to study a BA (Hons) Health, Wellbeing and Social Care with Foundation Year, driven by a commitment to supporting vulnerable

children. Through access to the **GBS Enterprise Hub**, Kristine re-engaged with her professional skills, explored entrepreneurial opportunities, and rebuilt confidence in her creative practice. Enterprise support enabled her to develop branding, test business ideas and host her first sales event at the **GBS** Leeds campus. Her experience demonstrates how **GBS** combines academic study with enterprise support to strengthen employability, encourage sustainable self-employment and support meaningful economic participation.

- **Dr. Luba Balagova Kandour** holds a PhD in Comparative Literature and has over nine years of experience in the creative industries. She is the founder of the Independent International Film Festival & Awards (SIFFA UK), an international platform promoting independent filmmakers and creative talent. Alongside her professional work, Dr. Balagova Kandour is undertaking a BSc (Hons) Applied Business Psychology with Foundation Year at **Global Banking School (GBS)**, supporting a strategic transition into applied psychology and organisational practice. Her studies reflect a commitment to lifelong learning, professional reinvention, and cross-sector career development.

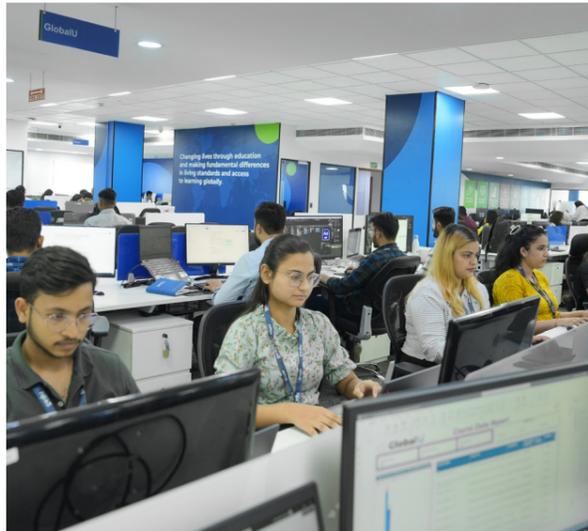


## 3. GEDU's Approach to Economic Growth.

### Strategic Investment and Infrastructure Development

GEDU invests strategically to expand access to education, strengthen institutional capacity, and support job creation. Between 2025 and 2028, the Group is investing £200 million in India, supporting the creation of 1,500 new jobs. This includes investment in the Global Centre of Excellence in Noida, which employs approximately 600 staff, strengthening local skills development in technology and education management.

In the UK, GBS has established campuses in Birmingham, East London, Leeds, Manchester, and West London. Across the globe, each GEDU institution has been enhanced to support specialist teaching, digital learning, and inclusive provision. These investments contribute to local employment while supporting long-term economic resilience through skills development and access to education.



### Employment Creation and Workforce Development

GEDU contributes to employment creation both directly and indirectly. Across campuses in the Asia-Pacific, Europe, the Middle East, North America, South Asia, and the UK, GEDU employs academic,

professional, and operational staff, providing stable employment and opportunities for professional development. Indirect employment is generated through partnerships with suppliers, service providers, employers, and industry collaborators supporting programme delivery, placements, and enterprise initiatives.

Workforce development is supported through professional learning opportunities for staff, including training in pedagogy, digital skills, leadership, and student engagement. GEDU Services in Noida contributes to this activity through training focused on professional, organisational, and communication skills relevant to contemporary employment contexts. These initiatives enhance workforce capability and productivity, supporting SDG 8's emphasis on decent work and sustainable economic growth.

### Education, Employability and Skills for the Future

Flexible delivery models, including blended, online, modular, and accelerated routes to enable learners to remain economically active while studying, supporting upskilling and reskilling without exiting employment.

MetaGedu Apprenticeships combine paid employment with accredited learning across business, leadership, education, and digital sectors. These programmes support workforce participation, progression, and skills development while addressing employer needs.

### Youth Employment and Career Pathways

GEDU supports young people to progress into employment through structured career guidance, work-based learning, and progression pathways.

School-to-work transitions will be supported through Queen Elizabeth's School, Dubai Sports City and Queen Elizabeth's School, Gurugram India, where careers education, employer engagement and work experience will be embedded across the curriculum.

### Partnerships Supporting Decent Work

Partnerships are central to GEDU's contribution to SDG 8. Employer collaboration informs programme design, assessment, and progression pathways, particularly in regulated and high-demand sectors. Partnerships such as with the Professional Cricketers Association (PCA) and validation partners such as the Association of Chartered Certified Accountants (ACCA) ensure qualifications meet both academic standards and employer expectations.

"At PwC Luxembourg, we value our long-standing partnership with ICN Business School, which has grown steadily over the years. This collaboration is reflected in our active involvement across the academic calendar - from delivering lectures and supervising student projects to participating in recruitment forums and career events. Each year, we are proud to welcome many ICN graduates into our teams. Their strong academic foundation, entrepreneurial spirit, and pursuit of excellence mirror the values we uphold at PwC."

Julien Paul, Director, PwC Luxembourg.

MetaGedu Apprenticeships deliver in collaboration with employers, who contribute to training design and workplace learning structures. GEDU's partnership with the Purpose Coalition supports place-based impact, using data such as the Indices of Multiple Deprivation to target regions with lower participation in higher education and skilled employment. Campus locations enable collaboration with local authorities, employers and community organisations to strengthen regional skills pipelines.



## 4. Conclusion.

**GEDU's** efforts to advance SDG 8 reflect the diversity of global labour markets, encompassing regulated professions, technical sectors, and creative industries, with education models tailored to support both traditional employment pathways and entrepreneurship.

The Group's impact on SDG 8 is grounded in education that enables employment, economic participation, and sustainable growth. Through strategic investment, inclusive access to education, industry-aligned programmes, apprenticeships, and enterprise support, **GEDU** fosters both individual career progression and wider economic resilience across the regions in which it operates.

By combining quantitative metrics with workforce development, partnerships, and lived learner experiences, **GEDU** demonstrates how education translates into decent work, entrepreneurship, and inclusive economic growth.

As the first report in **GEDU's** series aligned with the United Nations SDGs, this report establishes a foundation for transparent, structured reporting across the 2030 Agenda for Sustainable Development.







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