



Middlesex
University
London

Sustainable Development Goals

REPORT 2024/25



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Foreword

At Middlesex University, our commitment to environment and sustainability runs through everything we do – our learning, research, operations, governance, and civic engagement. It helps us to improve life and opportunities for people in our communities, support local employers, government, and charities, and play our part in advancing the United Nations' Sustainable Development Goals (SDGs). When we signed the SDG Accord for higher education in 2021, we recognised these 17 interconnected goals as a critical framework for addressing the world's most pressing challenges: poverty, inequality, climate change, and environmental degradation. These goals shape how we work and where we direct our efforts.

An ongoing commitment to a better future for all

As Chief Operating Officer and Chief Information Officer, I am proud to read this report and see the evidence of the University's ongoing commitment to the SDGs throughout 2024/25. Our previous report was a finalist for Reporting with Influence in the Green Gown Awards, which recognise exceptional sustainability projects in education around the world. This year's report reflects the same quality of work and scale of ambition. As representative for the University Executive Team on the University's Sustainability Steering Group, I have seen that commitment first-hand. From our growing research to the community events that bring hundreds of people through our doors, the breadth of what our staff and students are doing continues to impress me. We have a strong, consistent sustainability agenda that is aligned with Strategy 2031, which puts sustainability at the foundation of our Middlesex approach.

Embedding sustainability in education

Sustainability is embedded in our students' learning experience from the start, with a sustainability introduction built into Welcome activities and dedicated sessions on policy and reporting for undergraduate and postgraduate students. We give students the tools and knowledge to make informed decisions that positively impact the planet, and to carry that thinking into their careers and communities long after they graduate, becoming leaders in sustainability and advocates for change.

Building a sustainable future for our regions

We are committed to serving, supporting and sustaining our local regions, in Hendon in the London Borough of Barnet and across our campuses in Dubai, Mauritius and China. As an anchor institution, we work to improve life and opportunities for people in our communities and to support regeneration in the places we work, study and live. Throughout the Community Engagement section of this report, we celebrate some of the events and activities that bring people together on our Hendon campus, from Dance for Joy to the Big Iftar and the Social Arts Club. Each of these examples shows how Middlesex contributes positively to the life of our local communities and how our commitment to sustainability makes our local area a more inclusive, welcoming and inspiring place.

Collaborating to address global challenges

Our research, knowledge exchange and industry engagement contribute to tackling real-world problems through the framework of the SDGs, and this year we have done more than ever. Our total research outputs have grown to 939, an increase of nearly a quarter on last year, with over 1,200 links to the SDGs. That work spans diverse disciplines, from human rights to environmental health, and collaboration remains at its heart. Working closely with businesses and professions, charities, local and national government, and our neighbouring education providers, we turn research and ideas into action and increase our impact through advocacy and direct engagement. Looking ahead, we are focused on further enhancing our Research Repository to capture a broader range of outputs, strengthening interdisciplinary collaboration, and advancing our carbon reduction strategy. I believe education is the essential cornerstone of a fairer, more sustainable, more productive and prosperous society. This report shows what that belief looks like in practice, and our commitment to sustainability remains as strong as ever. I am proud of the progress we have made across our communities and locations, and I am excited by the opportunities to increase our contribution to the SDGs over the coming years.

James Smith

Chief Operating Officer and Chief Information Officer



Sustainable Development Goals

KEY

SUSTAINABLE DEVELOPMENT GOALS



The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

Our SDGs Research

IN NUMBERS

Middlesex contributes to the SDGs through research, knowledge exchange and wider institutional activity. It shows both the scale of our contribution and the opportunities to keep improving how we record, measure and communicate our impact.

OVERVIEW

Over the 2024/25 reporting period, our SDG-related research, outputs and wider work have increased in scale and show deeper and more interconnected ties to the 17 UN Sustainable Development Goals (SDGs). We continued our collaborative work with our Academic and Professional Services colleagues, as well as our students, to showcase a wider range of work taking place across the University.

All the outputs published by the University are mapped to one or more of the UN SDGs, reflecting a stronger understanding of the impact, importance and value of the Goals. In June 2025, Middlesex University ranked 8th out of 2,191 institutions from 115 countries and territories in SDG 10: Reduced Inequalities at the Times Higher Education (THE) Impact Rankings. Following this strong result, Middlesex University aims to continue its contribution to the UN SDGs, and produce even more relevant research, events, collaborative work and policy updates.

METHODOLOGY

The data presented in this report was gathered through the review and analysis of papers, articles, book chapters, and other materials submitted to the University Research Repository system, as well as through events and outreach activities organised by staff during the 2024/2025 reporting period. Working closely with the Faculties, our Environmental Sustainability Officer verified that the information accurately reflected both the research itself and the researchers involved. Although we recognise that some relevant publications may have been unintentionally overlooked, we continue to collaborate with staff, students, and partners to reduce the likelihood of omissions.

The methodology supports Middlesex University's strategic commitment to promoting and advancing these global goals by providing a clearer picture of where SDG-related activity is taking place and how it connects to institutional impact. The SDG tagging system was initially introduced in the former EPrints Repository in May 2022 as a mandatory requirement, ensuring that every submission included at least one SDG tag. In July 2023, the new Research Repository launched with a comparable system, again requiring at least one SDG tag per deposit.

At the same time, additional automated harvesters, including Web of Science, ORCID, and Publications Router, were introduced to identify outputs not yet deposited and recommend them for inclusion. As a result, deposits have increased over the past few years compared to earlier periods, with our dedicated Digital and Library Services Research Support Team continuing to ensure the smooth operation of the systems.

The launch of the new Repository has further strengthened academic engagement with the SDGs by improving the navigation of research outputs by Faculty and by Goal, offering clearer insights into Faculty contributions to each SDG, and enabling progress to be monitored over time. However, the Research Repository remains a dynamic and evolving system that develops alongside the University's research activity. Its accuracy relies on the quality and completeness of submitted data, and we are therefore committed to increasing staff engagement as the system continues to grow. In addition, we aim to broaden the scope of the Repository beyond research outputs to provide a more comprehensive representation of the valuable work carried out by our staff.

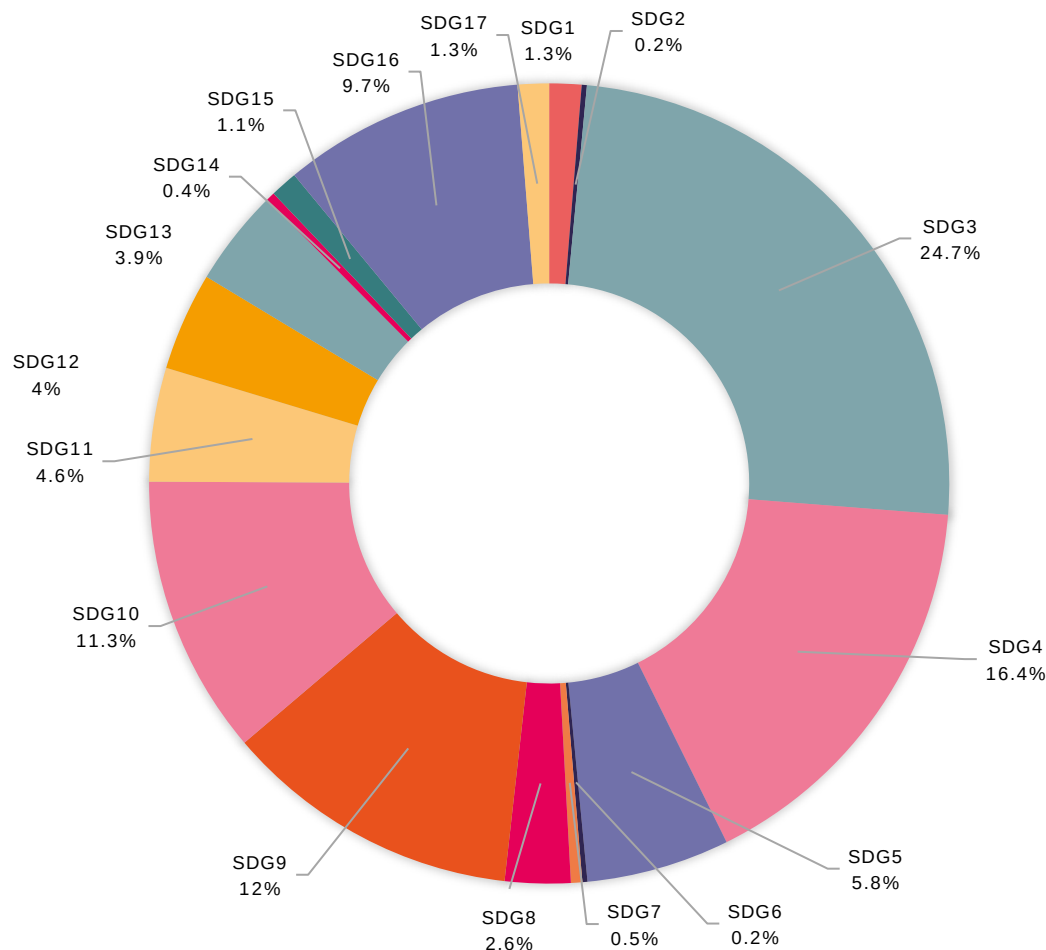
FUNDED PROJECTS



In the 2024/25 reporting period, a total of 84 funded projects started and 119 concluded, broadly in line with the 2023/24 figures. The University delivered a wide range of funded projects including work in drugs prevention, mechatronics, fencing, farming and human rights. Our faculties as well as some of our centres such as the European Human Rights Advocacy Centre (EHRAC), the Centre for Apprenticeships and Skills (CAAS) and the Clinical Skills & Simulation Centre received funding from different institutions within the government, UK-based charities and the European Union.

The UN SDGs are well established and embedded into all projects delivered by the University. Within this reporting period all 17 SDGs were represented. A significant number of the funded projects had connections to SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, and SDG 16: Peace, Justice and Strong Institutions.

ALL RESEARCH OUTPUTS BY SDG



A total of 939 research outputs were recorded on our Research Repository in 2024/25, with 1,241 connected SDG links. SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 10: Reduced Inequalities and SDG 16: Peace, Justice and Strong Institutions had the highest proportion of recorded outputs.

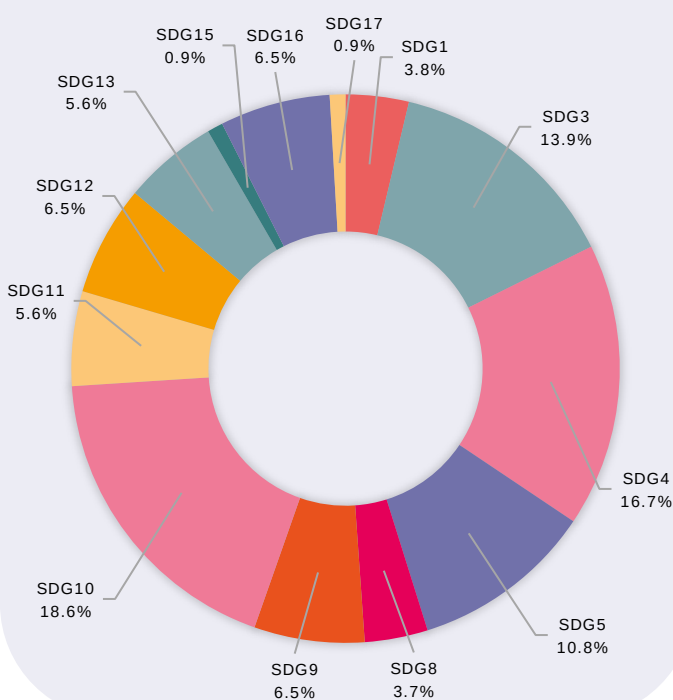
This shows a significant increase compared to 2023/24, which saw 753 research outputs with 836 relevant SDG links. The data shows steady growth since the 2022/23 reporting period, indicating a strong commitment from our staff to research and the UN SDGs. The Digital and Library Services Research Support Team's hard work and continuous system improvement, together with the Environmental Sustainability Officer's efforts in promoting the SDGs, continue to have a significant impact on the numbers. We remain committed to further enhancing engagement with the SDGs and maintaining the recording of research outputs in the years ahead.

RESEARCH OUTPUTS BY FACULTY

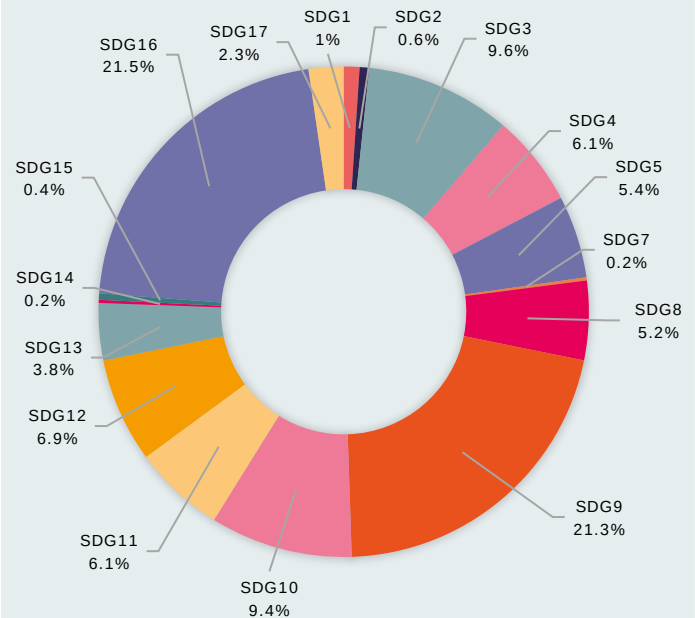
ARTS AND CREATIVE INDUSTRIES

The Faculty's work and impact is reflected across thirteen SDGs, with a strong emphasis on SDG 10, SDG 4 and SDG 3, and a significant contribution to SDG 5. Knowledge Exchange initiatives reinforce the University's role as an anchor institution, deepening relationships with local government, communities, heritage organisations and industry partners. This commitment is particularly evident in work supporting SDG 16, including the Hear My Voice collaboration with Barnet Council, where student-led behaviour-change campaigns addressing violence against women and girls have been deployed in workplaces and public spaces, and Kilburn Museum Lab and Rebellious Spaces, which use participatory design and co-governance to strengthen civic dialogue, community stewardship and neighbourhood infrastructure. Key projects also include the Barnet Screen Skills Plan, which connects education, entrepreneurship, environmental responsibility and equal access to strengthen pathways into employment across film, television, gaming, animation and digital media, and the Bernie Grant Trust AI Digital Archive, which applies AI to improve access to and engagement with a nationally significant Black archive. Beyond London, Fenlandia extends this place-based impact by connecting cultural heritage, ecology and creative participation in underserved rural communities. By demonstrating how creative practice, design, heritage and digital innovation can foster inclusion, public participation, skills development and social justice, Research and Knowledge Exchange activities in the Faculty continue to make a meaningful contribution across a broad spectrum of the UN SDGs.

82 research outputs with 107 recorded SDGs



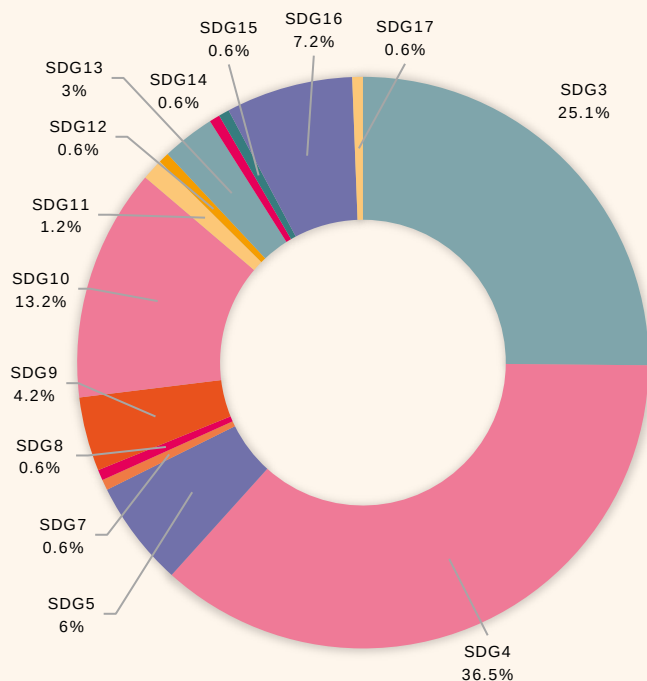
BUSINESS AND LAW



349 research outputs with 479 recorded SDGs

The Faculty of Business and Law's research demonstrates a dedicated and focused commitment to advancing sustainable development and responsible management, closely aligned with PRME principles and the UN SDG Accord. Over 40% of our activity concentrates on SDG 9, and SDG 16, reflecting our sustained efforts to drive innovation, strengthen institutions, and promote effective governance, the key enablers of long-term societal resilience and sustainable development. A significant level of engagement with SDG 3 and SDG 10, further demonstrates our dedication to addressing health challenges and social disparities. Across other SDGs, the breadth of research, often in collaboration with government as well as small and medium-sized enterprises (SMEs), highlights both the diversity and depth of our work, while also identifying opportunities to enhance impact in less represented areas align with our University's strategy and goals. Our research impact is equally purposeful, embedding sustainable practices into global solutions by helping to create resilient urban spaces, promote sustainable procurement & production, and strengthen collaborative partnerships, reinforcing Business and Law's alignment with the SDG Accord, PRME principles, and the University's civic and strategic objectives. The Faculty's contribution generates not only new knowledge creation but also purposeful, responsible change in society and industry.

HEALTH, SOCIAL CARE AND EDUCATION



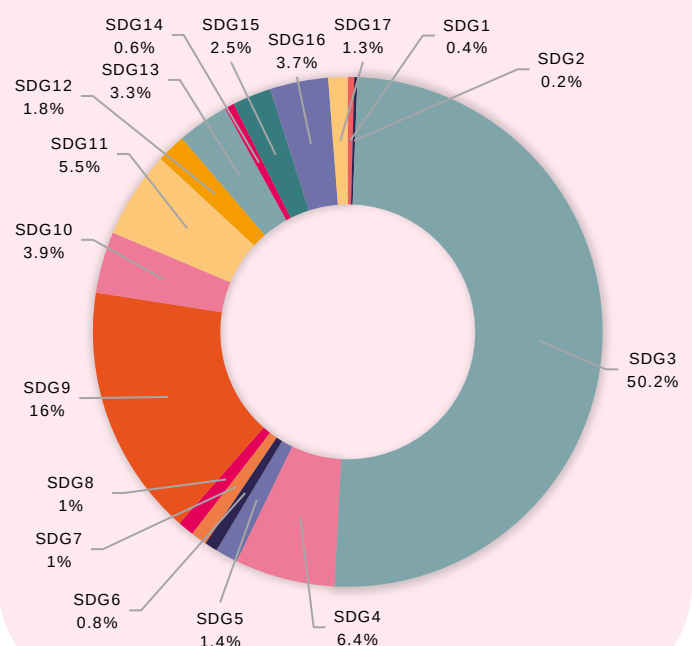
122 research outputs with 167 recorded SDGs

The Health, Social Care and Education Faculty's main research is focused on SDG 3 and SDG 4, with SDG 10 and SDG 16 also playing a big role. Key projects in HSCE include reducing risks of substance use among young people, and recurrent miscarriage. Pedagogy remains a strong focus with work on interview practice in the neurodivergent community and ethical use of AI. Key work in Education includes work on eco pedagogy in the early years curriculum. Further work comprises of the quality in the baby room of nurseries as well as the development of citizenship education policy which has led to change in the English curriculum. Key work in Mental Health and Social Work has evaluated programmes for managing anxiety and depression in adolescents, the relationship between young offenders and their parents as well as the development of a culturally competent LGBTQ+ social care educational curriculum across Europe.

SCIENCE AND TECHNOLOGY

In 2024/25, the Faculty had over 386 new outputs added to the Research Repository which aligned to one or more of the SDGs. Many areas of Faculty research specifically focus on applied research which aims to tackle areas aligned directly to the sustainable development goals. Many research projects such as using digital twins to support crisis management of ports may span across SDGs such as SDG 11, SDG 13, SDG 8, and SDG 9. SDG 3 remained the most common goal to be aligned to repository outputs with 50% all outputs being linked to this SDG. This would be expected as all five of the faculty departments has some research which aligns to the broad themes of SDG 3 such as antimicrobial resistance in Natural Sciences, sports and exercise sciences within the London Sports Institute, digital twins for stroke healthcare in Design Engineering and Mathematics, reduction in suicide risk and studies undertaken by Centre for Abuse and Trauma Studies (CATs) in psychology. Research associated with SDG 9 is the next most aligned goal. Research related to engineering, the built environment and a wide array of technologies for the benefit of society will all be associated to this SDG. Therefore, this might be expected for a Faculty of Science and Technology where there are many outputs focussed on the development and application of AI and machine learning. SDG4 and SDG 11 are both aligned to 5-6% of outputs with the Faculty's education-related outputs and research areas of flood risk research. Other outputs are relatively evenly spread among SDGs 5, 7, 8, 10, 12, 13, 15, 16 and 17.

386 research outputs with 488 recorded SDGs



Interdisciplinary Research

Middlesex researchers are addressing complex global challenges through interdisciplinary work, external collaboration and research that connects academic expertise with practical social, environmental and policy impact. The examples below demonstrate how research across the University contributes to multiple SDGs at once, often by connecting local, national and international contexts.

DEVELOPING AN EVALUATION STRATEGY IN KASHMIR



The article *Developing an evaluation strategy in Kashmir: assessing the impact of an arts intervention with school children in an area of conflict*, is part of *The Art of Healing* portfolio, by Professor Loraine Leeson and several of her external peers. The research project, funded by the Arts and Humanities Research Council (AHRC) asked: 'what is the potential for arts activities and art-based therapies to support the mental health and wellbeing of children affected by conflict?'. Professor Leeson and her colleagues partnered with the Dolphin International School in the town of Pulwama (Jammu and Kashmir, India), working with 30 students aged 11 to 15 under a specifically designed programme 'Kalakar Qasbah'. Through a year of engagement, the students participated in drama, visual arts, puppetry, drawing and many other creative activities and over the course of the art intervention, a series of impacts were identified that related to child wellbeing as well as programme design and delivery which are closely connected to SDG 3. Further funding from the AHRC enabled a rolling out of these processes to pupils and teachers at Delhi Public School in Srinagar, establishing a connection to SDG 4. The methods were integrated into the curriculum for ongoing use and for transfer to other educational settings in the region. The article also shows the connection to SDG 10 as the article provided support to the beneficiaries of the project who would have experienced inequalities with others of their age who had not lived through the conflict in Kashmir, as well as SDG 17 through the partnership between the countries and educational institutions involved.



Photo credit: Loraine Leeson



Photo credit: Loraine Leeson



OWNING THE JUST TRANSITION

The article *Owning the just transition: comparing citizen participation in South African and German wind farms*, published by Dr Lisa Schulte with co-author Bryan Robinson, discusses citizens' contribution to the energy transition in several wind farm projects, among them the world's largest local citizen-owned windfarm which is also Germany's largest onshore windfarm. This paper is the result

of a wider research agenda on the energy transition in Germany, Denmark and the UK. The windfarms showcased in the article contribute to SDG 1 by providing income to individual local small investors and small landowners, whereas in conventional energy systems mostly large energy utilities gain revenues and have a powerful lobby in energy policymaking. Wind farms are infrastructure and contribute to the generation of renewable energy which helps reduce our economies' carbon emissions and therefore connects to SDGs 7, 9 and 13. The world's largest citizen-owned windfarm is also a contributor to wind energy technology research that considers wind farm neighbours' needs for low environmental impact of this technology.

The article evaluates the effects on local and regional economic inequality in the context of different types of citizen ownership and suggests that the 'rounding model' (Rundungsmodel in German) as well as community trusts in South Africa may be the most likely ways in each context for achieving accessible, inclusive, and relatively equal participation in the wind farms' financial outcomes for local citizens which is crucial for SDG 10. To limit ownership exclusively to locals is a tool that aims to keep revenues from energy generation local, which in turn makes communities more economically and socially resilient, helping to reverse the rural exodus, which many structurally weak non-urban areas, such as those studied, have experienced in the past. This aspect contributes to SDG 11. Finally, the research suggests that citizens using their ownership to contribute to the development of a regulatory framework that further includes them and other citizens in the benefits of renewable energy systems helps create better acceptance of governmental policies that aim to transition societies and economies to lower carbon emissions and more sustainable ways of operating, supporting the ideals of SDG 16.

THE INTELLECT HANDBOOK OF POPULAR MUSIC METHODOLOGIES



Co-edited by Dr Mike Dines, the Director of Programmes for Music, Dance and Theatre, as well as externals Shara Rambarran and Gareth Dylan Smith, *The Intellect Handbook of Popular Music Methodologies* is the first comprehensive overview of methodological approaches in popular music studies. The chapter 'Person-Centred Popular Music Education: Negotiating Gender, Community and Industry Expectations' integrates SDG 4 and SDG 5 by drawing upon qualitative research interviews as person-centred 'experiences.' A holistic dialogue is generated alongside new knowledge and insights as a means of contributing to wider discussions on popular music education and gender. Although our key aim is to prepare students for careers in the creative industries, the experience in the classroom implies that we should also focus on care, nurture and confidence-building as a means of addressing gender inequality. Helping integrate SDG 13, the chapter 'Confronting Climate Change in Popular Music Texts: Nostalgia, Apocalypse, Utopia' draws upon an ecocritical analysis to illustrate ways in which popular musicians use the images, words and sounds that surround us in everyday life to make sense of global warming. The author illustrates how popular music is part of the imaginative practices that humans rely on to envision, explore and understand confronting climate change in musical texts.



Dr Meri Juntti co-authored two chapters for a Routledge edited volume, *Rural Planning Futures*, focusing on future opportunities and pressures facing the countryside and rural communities in the UK and Ireland. The book reports on the findings of the 2022 Royal Town Planning Institute (RTPI)-funded project of the same name. The two chapters are relevant to a broad range of Sustainable Development Goals from SDG 1 on combatting rural poverty to SDGs 2 and 8-15 on addressing economic inequalities, the pressures and opportunities for access to work, food security, economic diversification associated with climate mitigation and adaptation and the sustainability of the rural environment in terms of biodiversity, nature recovery and water quality. In discussing the scope of land-use planning and policies such as the Environmental Land Management Schemes in the UK to lead on sustainable rural development the chapters also pertain to SDG 16: Strong Institutions. As with all RTPI-funded work, the outputs respond to current need for evidence and consideration of future direction experienced by member institutions and land-use professionals.

The third co-authored chapter for a different volume focuses on the potential of urban agriculture to support progress in the above-mentioned SDGs in Ho Chi Minh City, Vietnam, and applies to cities in the Asian context. The chapter integrates findings from the British Council-funded project, *Urban Resilience from Agriculture through Highly Automated Vertical Farming* in the UK and Vietnam, undertaken in collaboration with Middlesex University, Van Lang University, and local agricultural stakeholders in Ho Chi Minh City. Food security in the city faces multiple challenges ranging from significant in-migration, decreasing cultivated land, disrupted food supply chains, and climate change impacts affecting the environment and people throughout the city. The chapter examines and demonstrates the scope of urban agriculture to bolster local food security while constituting a sustainable land use and addressing a range of risks and resilience needs associated with climate change.



Photo credit: Meri Juntti



Photo credit: Meri Juntti

RADIOACTIVE WASTE IN THE MARINE ENVIRONMENT



In collaboration with international professional organisations such as the International Union of Pure and Applied Chemistry (IUPAC), Middlesex University academics Prof Hemda Garelick and Prof Diane Purchase as well as the team in the Department of Natural Sciences, have developed projects investigating the extent of chemical pollutant (e.g. radioactive contamination, microplastic and others) and their impact on the environment and human health.

One of the projects which had an extended international collaboration, and which was led by Middlesex professors emeriti Hemda Garelick and Nicolas Priest was *Global Scenarios and Challenges of Radioactive Waste in the Marine Environment*. The project aims to provide state-of-the-art critical reviews of the current knowledge and understanding of radionuclides in the ocean with special reference to those that are anthropogenic in origin. It includes a critical review exploring the quantification, analysis, and detection of radionuclides in the environment, using the diffusive gradients in thin films (DGT) technique. The review was carried out at Middlesex University by Dr Leonardo Pantoja Munoz and Prof Hemda Garelick.

The project also contains papers on distribution of radio nuclei in different environments. One such project led by Prof Nicolas Priest refers to the transfer of irradiated uranium from the Irish Sea Coast to the terrestrial environment in Cumbria, UK. It also recognises the importance of reducing carbon emission and providing non carbon base solution to energy provision. For the nuclear solution, it explores public attitudes to low dose radiation and to the nuclear industry, which is inevitably linked to the future of nuclear power – a future that is impacted by public opinion.



HOW MANY WAYS ARE THERE TO MEASURE A

Between 2021 and 2025, Middlesex participated through Professor Johan Siebers, as Co-Investigator, in two UKRI-funded projects, *Voices of the Future* and *Digital Voices of the Future*, within the wider UKRI Treescapes Programme. These projects examined how young people articulate their relationships to treescapes across educational, community, and digital contexts. Through participatory and creative methods, they foregrounded youth voice as a vital component of environmental understanding, linking lived experience to questions of landscape, sustainability, and future stewardship.

A central strand of the work was community engagement, collaborating with schools, local groups, and cultural and environmental organisations across the UK to co-produce knowledge and foster intergenerational dialogue about treescapes. The projects also aligned with UK government policy on reforestation and climate change mitigation, particularly the ambitions set out in the England Trees Action Plan 2021–2024 and the broader framework of UK Net Zero Strategy, by supporting public engagement with tree planting, woodland creation, and environmental stewardship. In this way, the research contributed to SDG 4, SDG 10, SDG 11, and SDG 13, positioning voice as a form of articulation connecting communities, policy, and ecological futures.

ENACTING ARACHNEAN ETHICS



The article *Enacting Arachnean ethics: refusing the 'thought-out-project' of early childhood environmental education through arts-based praxis* by Prof Jayne Osgood and Dr Victoria de Rijke is based upon the research-creation project *Minibeasts of Barnet (Making Oddkin)* which was featured in the MDX SDG Report 2023/24. The work sought to develop environmental education with four-year-old children in Barnet in innovative ways. In this journal article, they set out 'arachnean ethics' that were at the heart of their project. Through *Making Oddkin*, they developed a pedagogical method that challenges conventional, pre-planned environmental education as it is normally delivered in early childhood contexts. By using arts-based practices, the project fosters more-than-human relationalities by allowing children to engage with insects, microbes and urban nature in messy, unplanned, non-linear ways that promote multispecies flourishing and respect for small creatures on their terms. The research highlights that by embracing uncertainty and discomfort, educators can move away from traditional, didactic, fact-heavy environmental education towards a more ethical, reciprocal engagement with the Anthropocene.

The work is therefore connected to multiple UN SDGs. The promotion of alternative, inclusive and creative pedagogies aligns strongly with SDG 4, and by cultivating ecological awareness it also aligns with SDG 13. SDG 10 is reflected through the promotion and valuing of different ways of learning and knowing, while the encouragement of respect for biodiversity and the building of ethical relationships with ecosystems from early childhood connects to SDG 11 as well as SDG 15.



Photo credit: Osgood and de Rijke

QUEERING DISASTERS, CLIMATE CHANGE AND HUMANITARIAN CRISES



The book *Queering Disasters, Climate Change and Humanitarian Crises*, co-edited by Dr Lisa Overton, Senior Lecturer in Politics, marks a significant contribution to the development of queer disaster studies. It explores how disaster-related experiences and needs of sexual and gender diverse (LGBTQIA+) people manifest and differ across national, cultural, and regional boundaries across national, cultural and regional boundaries, drawing together researchers and professionals working in government, non-government agencies, emergency management, community, and humanitarian organisations. Uniquely, it contains contributions from sexual and gender diverse people with lived experience of disasters, climate change and humanitarian crises and people who have been subject to heterosexist discrimination in disaster relief and recovery-related services, as employees and volunteers.

Due to the nature of the book, its content aligns with all the UN SDGs. However, it aligns most strongly with SDG 5 by addressing the specific vulnerabilities of LGBTQIA+ people within gendered systems of crisis response. It also engages SDG 10 and SDG 16 through its emphasis on disaster justice and structural exclusion, alongside SDG 3 and SDG 13 through its attention to health inequities and climate-related displacement. Overall, it identifies areas to further the development of just and equitable disaster, climate change and humanitarian crises policy, programmes, and services that include and address the needs of sexual and gender diverse people.



CULTURE AND CONFLICT

Between 2018 and 2024, Middlesex University was a partner on a five-year £15.6 million research project: the UKRI GCRF Gender, Justice and

Security Hub. Dr Janroj Keles, Prof Eleonore Kofman, Ms Sobia Kapadia, Dr Runa Lazzarino, Dr Necla Acik and Dr Neelam Raina were part of the research teams of this large research project. Dr Neelam Raina led the Culture and Conflict project within the Hub. This participatory action research initiative empowered women in conflict-affected regions of India, Pakistan, Sri Lanka and Afghanistan through craft-making, creative livelihoods, and informal sector economic activities. It linked women's agency, economic resilience, and peacebuilding by co-producing knowledge with affected communities. The project generated over £10,000 in sales profits distributed directly to women makers, fostering sustainable income despite barriers such as Taliban restrictions post-2021. It emphasised home-based work, tacit gendered knowledge, and community-driven recovery, adapting research to evolving conflict dynamics. The work aligned with SDG 5 by advancing women's rights, economic participation, and resistance to exclusion in fragile contexts, SDG 16 through supporting peacebuilding, justice, and institutional resilience through livelihoods and agency, as well as SDG 8 by promoting productive employment, sustainable livelihoods, and economic empowerment via craft and informal work. Dr Raina's research with her partners in South Asia, particularly Afghanistan, India, Pakistan and Sri Lanka, exemplifies the Hub's mission to integrate gender justice with security and sustainable development, contributing to the Women, Peace and Security Agenda.

FURTHER RESEARCH – OUR SDG INDEX

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 1 NO POVERTY	<u>The implementation and enforcement of international human rights law: reflections on the drafting history of the Universal Declaration of Human Rights</u>
 2 ZERO HUNGER	<u>Exploring social innovation for transforming food systems</u>
 3 GOOD HEALTH AND WELL-BEING	<u>The self in pain</u> <u>Design and implementation of a web-based application for managing agricultural health products</u>
 4 QUALITY EDUCATION	<u>Sensing, weathering, making, mushrooming: ecopedagogies with student teachers</u> <u>Interactive learning for impact: game-based learning in social work education</u>
 5 GENDER EQUALITY	<u>A crisis without a context? The framing of economic inequality through the pandemic</u> <u>The telling is political: collectively speaking our collective story</u>
 6 CLEAN WATER AND SANITATION	<u>The role of education in raising awareness towards antimicrobial resistance (AMR)</u> <u>Sustainable wastewater reuse for agriculture</u>
 7 AFFORDABLE AND CLEAN ENERGY	<u>Accelerating material discovery for CdTe solar cells using knowledge intense word embeddings</u>
 8 DECENT WORK AND ECONOMIC GROWTH	<u>Collective capabilities for organizational democracy: the case of mutual social enterprises</u>
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	<u>From carbon capture to cash: strategic environmental leadership, AI, and the performance of U.S. firms</u> <u>Firefly algorithm for movable antenna arrays</u>

SDG	Case Studies
 10 REDUCED INEQUALITIES	<u>From Babel to bridge: the challenges of research co-production in multilingual spaces</u> <u>Fields of victimization: when crime generates crime</u>
 11 SUSTAINABLE CITIES AND COMMUNITIES	<u>Positive energy districts enabling smart energy communities</u> <u>Marketing sustainable lifestyles</u>
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	<u>Creative sustainable solutions in cultural tourism attractions in London</u> <u>Rethinking retail: navigating the intersection of commerce, community, and sustainability</u>
 13 CLIMATE ACTION	<u>'This thing that we do': in pursuit of hope-full renewals through hydrofeminist scholarly praxis</u>
 14 LIFE BELOW WATER	<u>A social practice perspective of Ireland's lobster cultural food heritage</u>
 15 LIFE ON LAND	<u>Turning the tide: rhythmic aggregation behaviour in <i>Anurida maritima</i> (Collembola) is entrained by inundation</u>
 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	<u>Learning to walk lightly through the world: lessons from Amazonian Indigenous praxis</u> <u>Insider trading before earnings news: the role of executive pay disparity</u>
 17 PARTNERSHIPS FOR THE GOALS	<u>Beyond novelty and growth: a virtue ethics enquiry into fashion entrepreneurs' responsible and harmonising practices towards sustainability</u>

Learning, Education and Teaching

Middlesex University embeds sustainability across teaching, learning and student experience.

The examples demonstrate how students and staff engage with global challenges through curriculum design, research-informed teaching, professional practice and partnership activity.

INTEGRATING THE UN SDGS INTO ENGINEERING EDUCATION: DEVELOPING FUTURE LEADERS IN SUSTAINABILITY



My EDUCON2025 Best Paper Award-winning paper by Dr Homeira Shayesteh, *Integrating the United Nations Sustainable Development Goals into Engineering Education: A Practical Framework for Developing Future Leaders in Sustainability*, presents an applied approach for embedding the UN SDGs meaningfully within engineering curricula. The paper addresses the common challenge of treating sustainability as an “add-on” and instead proposes a structured framework that integrates SDG-aligned learning outcomes, authentic assessment, and real-world problem-solving across programme levels. The framework was initially developed and piloted within the BSc Architectural Technology programme at Middlesex University, before being adapted and embedded across other engineering and design programmes. It demonstrates how this approach strengthens curriculum coherence, improves student engagement, and develops sustainability literacy, systems thinking, and professional responsibility. EDUCON is one of the leading international conferences in engineering education, making this recognition particularly significant. The paper also reflects on implementation lessons and the value of student partnership in co-creating globally relevant learning experiences, while incorporating all 17 UN SDGs into the curriculum.



Experts from around the world attended a Breast Cancer UK Breast Cancer Prevention Conference at Middlesex University in June 2025 to discuss the latest research into preventing the disease, which affects 56,000 women and 400 men each year in the UK. For two days, more than 20 expert speakers from Canada, France, Germany, the United States and the UK, explored the impact of chemical, environmental and lifestyle factors on the occurrence and prevention of breast cancer, which is the most common cancer in women in the UK and will affect one in seven women over their lifetime. This is the second time that the University and the charity have worked together on a conference following a successful inaugural event in 2023. Other topics under discussion included what should be measured during breast screening, male breast cancer risk, and the possible role of stress in breast cancer risk. Several speakers also presented on the beneficial lifestyle factors that may reduce breast cancer risk, including the protective effects of breastfeeding and being physically active. The conference connects to SDGs 3, 4, 5 and 17.

TRAILBLAZING IN TRAINING MIDWIVES



Middlesex University's midwifery team was honoured for its forward-thinking approach and commitment to education in the London Maternity and Midwifery Festival Trailblazer Awards 2025 in February 2025. The team won a national award for its exceptional leadership and dedication to midwifery teaching. The team has championed diversity and inclusivity, leading to impactful initiatives that have been recognised in nominations for national awards and shown our commitment to SDGs 3 and 10, while its work in delivering practical hands-on learning at West Stand in the StoneX Stadium, where Middlesex has a simulated hospital environment, has further enriched the educational journey for students and shown a forward-thinking approach to midwifery education as well as upholding the values represented by SDG 4. Members of the Midwifery Team have current first-hand experience of working as midwives in the UK and internationally, while the course has been developed in partnership with local NHS trusts, providing students with placements in leading maternity units in London. Despite the current challenges in the higher education sector, the Middlesex University midwifery programme has continued to maintain high standards and attract students, highlighting the University's dedication to SDG 8.

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The Middlesex University Midwifery Team have been trailblazers in curriculum development, while also being a source of constant encouragement for both students and colleagues.

- Jo Killingley, Director of Programmes and Lead Midwife for Education at Middlesex University



TASTE OF MEMORY

Taste of Memory by Dr Rui Su presents learning, education and teaching as

processes rooted in lived experience, cultural identity, and storytelling. It is an immersive journey of food, migration and memory that connects generations within British-Chinese communities. Beginning with London's first Chinatown in Limehouse, the exhibition highlights the often-underrepresented voices of those who have shaped culinary experiences in the UK. Through historical narratives and object-based displays, themes of aspiration, adaptation, affiliation and assimilation are explored. The work demonstrates how knowledge develops through migration, work and everyday life, with food acting as a powerful educational tool for transmitting culture. Storytelling becomes a form of pedagogy, amplifying marginalised perspectives. This aligns with SDG 4, SDG 10 and SDG 11 by promoting inclusive, diverse and sustainable lifelong learning.



SUPPORTING PUPILS' CREATIVE TALENTS IN DESIGN



Middlesex University hosted a group of 15 Year 10 students in workshops to boost their creativity for an inaugural design competition launched by South Thames College, in partnership with the University and Cass Art. More than 70 students participated through workshops delivered by Chenika Allen, a self-taught brand designer and Schools Partnership

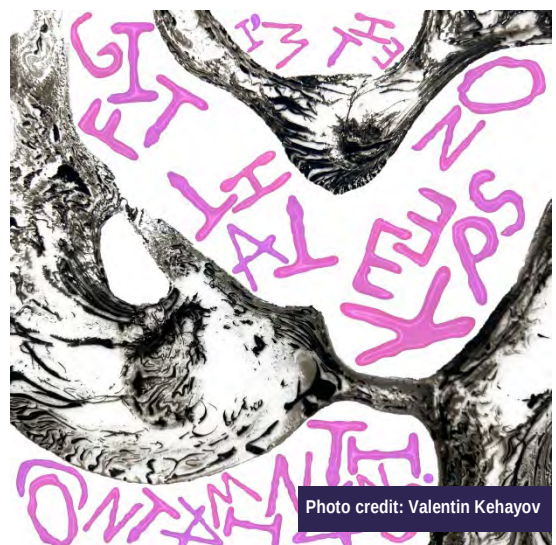
Coordinator at the college. The shortlisted 15 students were then invited to attend workshops at the University's Hendon campus, where they explored creative options in higher education. The students learned about screen printing at the University's Design Studios, gained insights from academics and current Middlesex University students, and awaited Chenika's announcement of the competition winner. The overall winner was Sara Abdalla from Ricards Lodge High School for her T-shirt design and brand, Mindfull. The work indicates connections to SDG 3, 4, 8, 9, 10 and 17.

Student Work

Middlesex University empowers students to apply their knowledge in meaningful, real-world contexts, developing innovative solutions that address global and local challenges. Through their studies, projects and extracurricular activities, students demonstrate creativity, critical thinking and a strong commitment to social impact and justice. Their work is interdisciplinary and multi-layered, reflecting the University's values and mission. This section highlights a selection of student achievements and initiatives from the 2024/25 reporting period, showcasing the way they contribute to positive change not only within their professions and communities but also across wider society.

PLASTICS DIRTY SECRET

This project by BA Graphic Design student Valentin Kehayov aims to highlight the impacts of plastic pollution and its hidden toxic threat. Aligning with SDGs 12, 13 and 14, the project gives voice to the issue through typography and imagery, turning waste into the message itself to raise awareness and support the fight against plastic pollution. The design of the 'toxic taffy typeface' and artworks support SDG 12 by showing the dangers of unsustainable production and consumption. This typeface mirrors how plastic pollution disguises itself as harmless. Its glossy, candy-like forms reflect the false appeal of plastic products: attractive yet toxic, breaking down into harmful chemicals over time. The typeface 'plume' and its artworks support SDGs 13 and 14 by showing the impact that plastic has on the wider climate, including the oceans. It reflects the silent spread of toxic microplastics, with fluid forms that mimic plastic seeping into water, air and our bodies. Its fragmented strokes capture pollution's invisible but lasting impact.





THE DROP, STRATFORD

The Drop is a 100-metre mixed-use tower designed by Kristin Gray as a final-year project in BSc Architectural

Technology at Middlesex University. It addresses urban density, sustainability and inclusivity in Stratford's post-Olympic context, directly supporting SDG 11 through its focus on compact, high-quality urban living. As an academic project that demonstrates advanced technological and environmental design thinking, it also reflects SDG 4 by showcasing the role of higher education in equipping future professionals with sustainable design skills.

The scheme uses a diagrid structure to reduce steel by 20% while enabling flexible, column-free interiors that extend building lifespan, aligning with SDG 12 and SDG 9 through efficient material use and innovative structural systems. Environmental performance is central: passive and active strategies achieve low operational energy and a 22% reduction in embodied carbon, supported by a double-skin façade, bio-solar roof and vertical greenery delivering biodiversity net gain, key contributions to SDG 13.



Renderings of building using Lumion



Photo credit: Kristin Gray

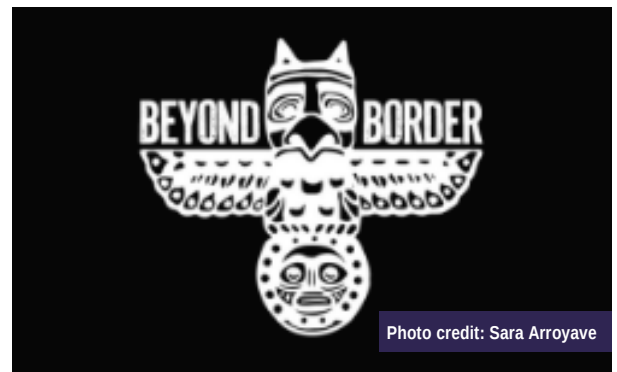


BEYOND BORDERS



BA Graphic Design student Sara Arroyave created a digital exhibition of Indigenous Amazonian culture for her Final Major Project. The project supports SDGs 1, 10, 11, 13 and 15 by merging ancient wisdom with digital innovation. It contributes to SDG 1 and 10 by engaging with the stories and experiences of indigenous communities, many of whom have been forced into poverty through forced integration with dominant cultures and the removal of indigenous land. Indigenous Amazonian cultures are at risk. These communities hold invaluable ecological knowledge that supports SDGs 13 and 15 as this knowledge has sustained the rainforest for centuries, yet their voices are often marginalised in mainstream conversations about sustainability.

Beyond Borders brings these issues together by creating an immersive space where visitors can witness the impact of environmental destruction first-hand while exploring Indigenous solutions for a more sustainable future. The exhibition supports SDG 11 by encouraging communities to consider more sustainable futures and by using creative practice to connect cultural heritage, environmental protection and social justice.

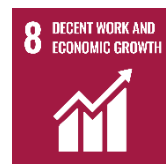


GEOGRAPHIC BIAS IN ARTIFICIAL INTELLIGENCE SYSTEMS

MSc Data Science students Shamanth Nandeesh and Mithilesh Gungah, supervised by Dr Giovanni Quattrone from the Faculty of Science and Technology, conducted research projects examining geographic bias in artificial intelligence systems. Their work analyses large language models and data-driven technologies to identify uneven representation, stereotypes, and systematic knowledge gaps affecting regions outside Europe and North America. The projects demonstrate how geographically biased training data can influence model outputs, shaping perceptions of places, cultures, and social conditions in ways that reinforce global inequalities. By developing empirical methods to detect and analyse these biases, the work highlights risks associated with deploying AI systems in global and institutional contexts. This research contributes to SDG 10 by exposing structural imbalances embedded in digital technologies and advocating for more inclusive data practices. It also supports SDG 16 by addressing fairness, transparency, and accountability in AI systems increasingly used in policymaking, governance, and public information environments.

ADDRESSING GENDERED BARRIERS IN REFUGEE WOMEN'S ENTREPRENEURSHIP

Addressing Gendered Barriers in Refugee Women's Entrepreneurship: The Role of Third-Sector Organisations in the United Kingdom and Turkey by MA International Relations student Kiara B Lindgren-Rubin Cottrell, analyses how third-sector organisations in the UK and Turkey respond to the gendered, social, and structural obstacles encountered by refugee women entrepreneurs.



The research used an intersectional approach to explore challenges such as limited access to finance, domestic responsibilities, including childcare, language barriers and exclusion from formal labour markets. The findings highlight the significance of gender-responsive, locally integrated support initiatives in improving refugee women's access to decent work, sustainable livelihoods and long-term economic stability. The study also identifies gaps in existing policies and solutions, demonstrating how approaches that tackle both economic and social constraints can reduce structural inequalities and promote inclusive and sustainable development outcomes for refugee women. Relevant SDGs are SDG 1, SDG 5, SDG 8 and SDG 10.



HARNESSING NATURE TO TARGET LEUKAEMIA

PhD student and Senior Graduate Academic Assistant in Natural Sciences, Ivan Pnev, presented part of his doctoral research, *Structure-related cytotoxic effects of flavones and doxorubicin in chronic myeloid leukaemia and non-cancerous cells in vitro: A preliminary study*, at the International Conference on African Development at Aston University, Birmingham, in June 2025. The presented research, supervised by Drs Zhazhong Shi, Sandra Appiah, Milan Vu and Perry Devo, explores plant-derived flavones as potentially safer, more sustainable alternatives to conventional chemotherapy for chronic myeloid leukemia (CML). Comparing the flavone baicalein, its glycosylated derivative and doxorubicin, the study showed that baicalein selectively targets CML cells while demonstrating lower toxicity to non-cancerous cells, supporting pathways to less harmful cancer therapies and aligning with SDG 3.

The work highlights the potential of natural products sourced from biodiversity-rich regions and underscores the importance of responsible, sustainable use of biological resources in drug discovery, a clear connection to SDG 12. By promoting research grounded in nature-based compounds, the project also reinforces the conservation value of medicinal plant biodiversity, which is central to SDG 15. Future work will incorporate in silico analysis of additional flavones, mechanistic studies on cell signalling pathways and combination drug research to further define therapeutic potential in myeloid leukemia.

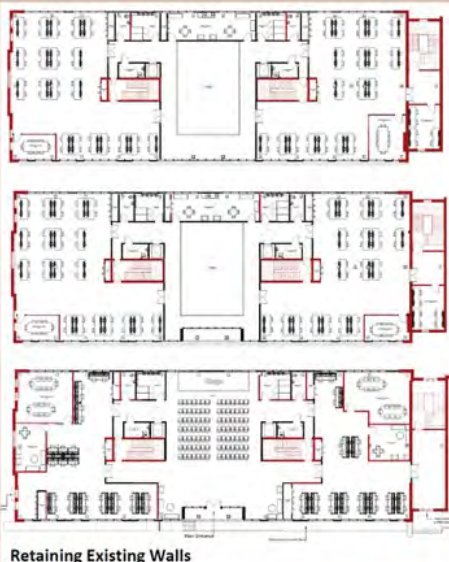
WILLIAMS BUILDING RETROFIT



The Williams Building Retrofit by student Kristin Gray reimagines an existing university building through a practical and sustainable transformation strategy, contributing to SDG 11 and SDG 12. Rather than demolishing and rebuilding, the project focuses on improving what is already there by extending the building's lifespan while significantly reducing its environmental impact, supporting SDG 13 as well as SDG 9. Developed within the BSc Architectural Technology programme, the proposal strengthens the building's thermal performance by upgrading the façade and insulation, improving airtightness and carefully integrating passive design measures to reduce overall energy demand, aligning with SDG 7 and SDG 13. Retaining the primary structure plays a key role in cutting embodied carbon and aligning the scheme with RIBA 2030 climate targets, contributing to SDG 12, SDG 13 and SDG 15. Alongside environmental performance, the design improves accessibility and internal comfort, creating healthier, more inclusive spaces that better support students and staff, reflecting SDG 3, SDG 4 and SDG 11.

RE-USING MATERIALS

To support a sustainable and low-impact retrofit, selected existing walls are being retained across all three floors, as highlighted in red on the accompanying plans. This strategy minimises unnecessary demolition, helping to preserve embodied carbon and reduce construction waste. By integrating existing structural elements into the new design, the proposal balances spatial reconfiguration with material efficiency. Retained walls are primarily concentrated around stair cores, lift shafts, and certain peripheral zones, contributing to the stability and continuity of the building while allowing flexibility in other areas for the introduction of open-plan workspaces and new functions. This approach aligns with Whole Life Carbon reduction goals and supports the brief's emphasis on adaptive reuse over replacement.



Retaining Existing Walls



Re-using the original curtain wall system



This visual composition illustrates the proposed reuse of the existing curtain wall system as part of a sustainable retrofit strategy. The aluminium framing from the original façade will be recycled and adapted into a vertical trellis system to support a new green wall, enhancing biodiversity and improving thermal performance. The blue opaque panels, originally part of the curtain wall, will be repurposed as protective cladding on the north-facing elevation to honour the material language of the original building. The curtain wall will be reused internally for meeting room partitions, minimising material waste and promoting material circularity. This adaptive reuse approach not only reduces embodied carbon but also preserves key elements of the original building's identity, supporting both sustainability and design continuity.

Photo credit: Kristin Gray

Our Centres, Groups and Research Clusters

Our research centres, groups and clusters are drivers of our research culture and community. Each has an established track record and external reputation for producing high-quality research nationally and internationally. Together, they show how Middlesex translates specialist expertise into policy, practice, public benefit and social impact. Examples include the Biodiversity, Environment, Community and Sustainability Research Group (BECoS), which works in partnership with Vellore Institute of Technology in India to create accessible, real-time solutions that track and address heavy metal contamination; the European Human Rights Advocacy Centre (EHRAC), which litigates ground-breaking strategic cases to secure justice and challenge impunity; and the long-established Social Policy Research Centre (SPRC), which has advanced work on social and public policy issues, with a particular emphasis on social justice, since 1990.



SPIRITUAL CONSUMPTION

In their 2025 work, Dr Patrick Elf, Associate Professor in Sustainable Business at the Centre for Enterprise, Environment and Development Research (CEEDR) and his colleague Amy Isham conceptualise spiritual consumption as the engagement with goods, services and spaces that promise meaning, transcendence and connection. While historically linked to moderation, community and moral development, spiritual practices are increasingly commodified within market systems. The paper critiques how consumer capitalism appropriates spiritual striving through wellness industries, marketised mindfulness and ritualised branding, potentially displacing deeper value orientations that support sufficiency and ecological care. Instead, the research argues that sustainable transitions require meaning structures beyond the consumer realm. Practices such as time in nature, mindfulness, decluttering and community engagement can foster non-material sources of wellbeing, supporting ecological lifestyles. This connects directly to SDG 12 by challenging consumption as a default meaning-making mechanism, to SDG 3 by highlighting evidence that self-transcendent experiences promote psychological and ecological wellbeing, and to SDG 11 by advocating community-based, low-impact practices that cultivate belonging and collective resilience beyond material acquisition.

‘WHY DON’T WE JUST BUILD IT IN A SQUARE HOLE?’



The paper by Dr Karen Duke, Professor in Criminology and a member of the Drug and Alcohol Research Centre (DARC), and external colleagues, ‘*Why don’t we just build it in a square hole?*’: developing a multi-component drug outreach service for young people aged 16–25 in England, outlines the development of a multi-component drug outreach service using a co-produced, flexible model that engages underserved groups through community-based interventions and peer-informed approaches. It emphasises harm reduction, adaptability to emerging drug trends and partnership working to improve access and effectiveness.

The work aligns with SDG 3 by reducing drug-related harm, SDG 10 by supporting marginalised youth, SDG 11 via community-based delivery and SDG 16 through fostering trust, inclusive participation and collaborative service design.



EXPLORING SOCIAL INNOVATION FOR TRANSFORMING FOOD SYSTEMS



The article by Prof Fergus Lyon, Director of the Centre for Enterprise, Environment and Development Research (CEEDR), Dr Ian Vickers and external colleagues, examines how social innovation can drive systemic change in the way food is produced, distributed and consumed, using UK case studies to highlight community-led initiatives, alternative supply chains and behaviour change interventions. It emphasises collaborative partnerships, inclusive participation and new social enterprise models as key to improving sustainability, health and equity in food systems, while also identifying challenges in scaling and influencing policy.

The study connects to several SDGs, including SDG 2 by improving access to sustainable and equitable food systems, SDG 10 through inclusive, community-driven approaches, SDG 11 via place-based initiatives such as food hubs, and SDG 12 by promoting sustainable food practices and behaviour change.

SUSTAINABLE WASTEWATER REUSE FOR AGRICULTURE



The article by Prof Lian Lundy, Professor of Environmental Science and member of the Urban Pollution Research Centre (UPRC), as well as external colleagues, explores the way treated wastewater can be used as a reliable and resource-efficient solution to global water scarcity and food production challenges. It highlights that although large volumes of wastewater are generated globally, only a small proportion is treated and reused, and improving this through advanced treatment technologies, monitoring and regulation could support sustainable agriculture. The study also emphasises the recovery of nutrients and energy from wastewater, contributing to a circular economy, while noting risks from contaminants and the need for public acceptance and policy support.

The article shows several connections to the UN SDGs. Supporting reliable agricultural irrigation and food security aligns with SDG 2, while the promotion of safe wastewater treatment and reuse connects to SDG 6. Encouraging resource recovery and circular systems aligns with SDG 12, and by improving water efficiency and reducing environmental pressures associated with conventional water use, the work aligns with SDG 13.

Equality, Diversity and Inclusion

Middlesex University places equality, diversity and inclusion at the heart of its mission, fostering an environment where all students and staff feel respected, supported and able to thrive. The examples in this section show how the University advances inclusion through community engagement, student learning, staff networks, international scholarship and work that addresses structural inequality.

SILVER SUNDAY

Hundreds of people visited Middlesex University's Hendon campus in October 2024 to take part in one of the largest celebrations in the country of Silver Sunday. A wide range of free activities, including performances, classes in art, creative crafts and dance, as well as health checks and advice sessions, were made available. Health checks were available from organisations that support health and wellbeing, and visitors could check their blood pressure and enjoy a free 10-minute massage from an osteopathy student. Additionally, the advice talks included a session led by Age UK Barnet on awareness of scams, and legal support provided by local solicitors Fahri LLP. The activities throughout the day enabled social connection for the many older visitors who attended from the local area in Northwest London.

The University held its second Silver Sunday event in partnership with Age UK Barnet and the London Borough of Barnet, while a wide range of community groups from across the borough got involved. Silver Sunday is the national day dedicated to celebrating the contributions of older people to society and tackling isolation among older people. The initiative, now run by the charity Age UK, aims to promote social connection and tackle loneliness in later life. The event supports SDG 3 by promoting healthy ageing with health checks and wellbeing advice, SDG 4 by championing lifelong learning and access to information for older adults in an inclusive setting, and SDG 10 by addressing loneliness and social isolation among older people, a group often at risk of marginalisation, while providing free, accessible activities for all. Additionally, the event strongly reflects our dedication to SDG 11 as it brings together local residents, community organisations and public services to strengthen social cohesion, while the collaboration between the University, Age UK, local government and community groups enhances the connection to SDG 17.

“It was a great morning at Silver Sunday at Middlesex University. It was marvellous to see old friends and meet with so many dedicated local organisations working hard to help others.

- David Pinto-Duschinsky, the MP for Hendon





First-year Middlesex University BA Film students interviewed two Barnet residents from the Windrush Generation, as part of an ongoing local oral history project to capture some of the extraordinary stories and life experiences of people in the borough. The University joined a project between Barnet African & Caribbean Association (BACA) and Barnet Council for the Windrush 75 anniversary, to commemorate the borough's hidden Black history, after Senior Lecturer in Film Production Dr Vesna Lukic met BACA's Jeni Osbourne at a Middlesex University event. Our students visited BACA's premises at Barnet Multi-Cultural Centre near Hendon Thameslink station, to get to know BACA service users. Elders were then invited to the Hendon campus for a filming session, with 20 students working in different roles to record, edit and format the interviews.

Video interviews with Linette Williams, who came to the UK from Guyana in the 1960s, and with Ingrid Ramsay, who grew up in Barbados, were screened on campus. The 'Windrush generation' are those who arrived in the UK from Caribbean and other Commonwealth countries from the arrival of HMT Empire Windrush on 22 June 1948 until 1973. The project revealed stories of struggle and discrimination but also of community, resilience and perseverance. The screening was followed by a workshop where attendees including BACA service users, pupils from Holmewood School and Finchley Catholic High School and Colindale South Councillor Humayune Khalick reflected on the interviews and lessons from Windrush migrants' experiences. The work aligns with SDG 4 by offering experiential, real-world learning, with SDG 10 by amplifying underrepresented voices and histories, and with SDG 11 through preserving cultural heritage and strengthening community cohesion SDG 16 is also reflected through the promotion of inclusion, social justice and awareness of historical inequalities and discrimination.

INTERFAITH GROUP RECEIVES HONOURS AWARD



Middlesex University's staff Inter Faith Network (IFN) won the Alliance Award for promoting community cohesion at the University Alliance Awards 2024. The award recognised the efforts to foster understanding and tolerance among diverse communities in the London Borough of Barnet, where the University's Hendon campus is based. This work aligns closely with UN SDGs, particularly SDG 16 by promoting dialogue, mutual respect and peaceful coexistence across faith groups.

The IFN's collaborative approach reflects SDG 17 as it works with local faith leaders and community organisations. It also supports SDG 10 by encouraging inclusion and reducing discrimination within a diverse student population, The Network also contributes to SDG 4 by promoting intercultural understanding and global citizenship. Its engagement beyond the University supports SDG 11, helping to build inclusive and cohesive local environments.

BRITISH COUNCIL SCHOLARSHIPS FOR WOMEN IN STEM



The British Council scholarship programme supports increasing opportunities for women worldwide to pursue STEM studies, advancing SDG 4, SDG 5 and SDG 10. In 2023, a team led by Prof Xiaohong Gao, Dr Serengul Smith and Dr Kelly Androutsopoulos secured £180,000 to fund up to six scholarships for women from East Asia to study STEM Master's programmes at Middlesex University, while also strengthening international collaboration in line with SDG 17. Out of more than 400 applications, six scholars from Vietnam, Malaysia, the Philippines and Indonesia were selected. One year later, we reconnected with several recipients to learn about the positive impact of the programme in fostering innovation and supporting pathways into industry and infrastructure-focused careers in STEM, contributing to SDG 9.

Thu Thao Le, who completed the MSc Data Science, now works as a data analyst for an e-commerce platform, focusing on fraud detection and prevention. She has also contributed to various outreach initiatives, including sessions with British Council Vietnam and a women-focused data science hackathon, helping to widen access to digital skills and encourage more women into STEM fields. Stephanie Cheong, an MSc Robotics graduate, is Director of ICT and Robotics at Nobel International School and studying part-time for a PhD in Robotics, where she champions increased participation of girls in programming and robotics. Rosa Agulto, an MSc Engineering Management graduate, is working as an inventory specialist for US-based digital business card company Popl, while also promoting the scholarship programme and supporting new applicants, helping to broaden access to opportunities.

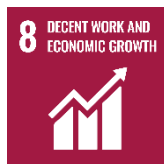
The scholars recently reunited at the British Council East Asia Alumni UK Symposium 2025 in Hong Kong, highlighting the ongoing value of international collaboration and knowledge exchange in addressing shared global challenges and reinforcing SDG 17.



Supporting Our Students

Middlesex University is committed to creating a supportive and inclusive environment where all students can succeed academically and personally. Through a range of services, initiatives and events, the University provides support addressing wellbeing, academic development and student engagement. Dedicated teams and academics help students overcome challenges while also building confidence and helping them feel a sense of belonging. These efforts reflect a strong commitment to equity and student success, ensuring all learners have the opportunity to thrive and achieve positive outcomes in both their academic and personal lives.

FUNDING TO GROW DEGREE APPRENTICESHIPS



Middlesex University was awarded over £3.5 million by the Office for Students (OfS) to support the development and expansion of degree apprenticeships in healthcare and teaching. The University was awarded £3,381,000 to lead and establish the Healthcare Education Consortium in partnership with Greenwich, Brighton, Oxford Brookes, Hertfordshire, Birmingham City and Kingston universities. The Consortium will coordinate and expand healthcare degree apprenticeships to help meet NHS demand for clinical staff. This was the largest amount awarded to a single bid as part of the OfS funding competition, which was launched in 2023 to expand degree apprenticeships. It has distributed up to £40 million via three funding waves. The University was also awarded £160,000 to support the development of a Teacher Degree Apprenticeship to better meet the needs of school employers and widen the pool of potential applicants to the profession.

The University has an excellent track record of providing high-quality training to meet NHS workforce needs, particularly in London, including delivering higher and degree apprenticeships. The University's experience of leading the successful Police Education Consortium, with three university partners, also provides a model for how university collaboration can be effectively mobilised for public benefit. This approach enabled Surrey Police, Sussex Police, and Hampshire and Isle of Wight Constabulary to fully meet their workforce targets for the National Uplift Programme, a Home Office initiative to help police forces recruit additional officers. Additionally, while there are several routes to becoming a qualified teacher, the advent of the Teacher Degree Apprenticeship means that aspiring teachers will be employed and work in a school while working towards achieving their degree and qualified teacher status (QTS). The new apprenticeship will allow schools across the country to recruit more teachers and open opportunities for more people, including teaching assistants, to gain QTS. The Government has a target of recruiting thousands of additional teachers nationally. Middlesex University has a history of training teachers and meeting the needs of school employers. The Teacher Degree Apprenticeship programme at Middlesex will initially focus on training primary school teachers in partnership with local schools in Northwest London.

Both the Teacher Degree Apprenticeship and the Healthcare Education Consortium contribute to SDG 4 by training apprentices to become qualified professionals through a combination of academic study and practical experience. These programmes also support SDG 8 by enabling participants to earn while they learn and gain professional qualifications. In addition, they advance SDG 10 by widening access to teaching and healthcare careers for underrepresented groups, and reflect SDG 17 through close collaboration with schools and employers.



AWARD FOR MDX PROJECT EXPLORING THE GREAT OUTDOORS



A Middlesex University initiative that gives students struggling to integrate at university the chance to explore the UK's great outdoors with outdoor recreational activities won a prestigious industry award in 2024. The University Sport and Recreation Service won the Project of the Year at the European Network of Academic Sports (ENAS)

ceremony, hosted by Ulster University at the Titanic Hotel in Belfast, amid strong competition from six universities from across Europe. Approximately 150 students have enjoyed various trips through the adventure series including mountain biking at the Bike Park Wales in the Brecon Beacons, a visit to the surfing centre The Wave in Bristol and expeditions to scenic places in the British countryside such as the Chiltern Hills, Box Hill and Seven Sisters. Many students also took part in the Three Peaks Challenge, scaling Britain's three highest mountains: Scafell Pike, Ben Nevis and Snowdon. Through these outdoor adventures, students connect and build friendships with like-minded peers, break down barriers and improve their confidence in social situations. This initiative has been led by the Sport and Recreation Service at the University and staff including Toni Hannan, Sport and Active Campus Service Manager, Mel Parker, former Head of Sport, and Ben Underwood, Head of Campus Life.

The project contributes strongly to the UN SDGs, particularly SDG 3 by promoting mental and physical health through physical activity, SDG 4 by supporting student engagement, retention and success and SDG 10 by targeting students who may be facing personal, social or adjustment challenges, ensuring they have equal access to opportunities that enhance their university experience. The work also reflects SDG 11 by strengthening social connections and fostering a sense of belonging among students while demonstrating a connection to SDG 17 through collaboration between different university services, working together to deliver student support.



Photo credit: News Page

LIBRARIANS AND LEGO® WORKSHOPS



A Subject Liaison Librarian at Middlesex University, Dr Alan Wheeler, supports students in overcoming academic challenges through the innovative use of Lego® Serious Play®. As a certified facilitator, he delivers interactive workshops that help students explore problem-solving, group dynamics, motivation and assignment-related issues through creative, hands-on learning. This approach, developed through his research including *Lego® Serious Play® and higher education: encouraging creative learning in the academic library* and *Exploring learning gain with LEGO® SERIOUS PLAY® and visual ethnography*, demonstrates how experiential methods can enhance engagement and critical thinking, contributing to SDG 4 and SDG 9 through the application of innovative practices in education.

The doctoral research further examined how students respond to Lego®-based tasks, offering insights into reflection, collaboration, and learning development. The sessions often evoke a sense of nostalgia, helping students feel more relaxed and open, which can reduce stress and support wellbeing, aligning with SDG 3. By creating an inclusive and accessible learning environment that supports diverse student needs, this work also contributes to SDG 10. The initiative highlights the way in which innovative practices within academic support services can enhance student experience and success.



Photo credit: News Page



STUDENT VISIT TO BURJ AZIZI IN DUBAI

Middlesex University students from the BSc Architectural Technology programme, accompanied by Dr Homeira Shayesteh, Programme Leader for Architectural Technology and Senior Lecturer in Architecture, Construction and BIM, and Jack Timms, Head of Employability and Careers, gained valuable international experience through a study trip to Dubai, where they visited major construction projects including the Burj Azizi site. Supported by industry partner Azizi Development, the trip provided practical insight into large-scale design, engineering systems, sustainability, and health and safety. This initiative contributes to SDG 4 by enhancing applied, real-world learning, and SDG 9 through exposure to innovative construction and infrastructure. It also aligns with SDG 8 by developing industry-relevant skills, improving employability and preparing students for careers in the built environment. In addition, the collaboration with industry partners reflects SDG 17. The experience demonstrates the value of global experiential learning in equipping students with the knowledge and skills needed for professional success.

Collaborative Work

Partnership working extends Middlesex's impact beyond the University, connecting our expertise with external organisations, communities, employers and international partners. Middlesex University places collaboration at the centre of its strategy, strengthening its contribution to the UN SDGs through meaningful partnerships. During the 2024/25 reporting period, the University developed collaborations with local, national and international partners across education, research, industry and community. These initiatives promote innovation and inclusion while creating opportunities for students and staff. From civic partnerships in London to global research and knowledge exchange projects, Middlesex University continues to expand its reach and influence. These collaborations enrich learning experiences and support the development of solutions to real-life challenges across diverse contexts.

NIGERIAN STATE DELEGATION AND PARTNERSHIP PLANS

Middlesex University welcomed a delegation from Katsina State in Nigeria, including Governor Dikko Umar Radda, to strengthen international collaboration and explore new partnership opportunities. The visit focused on developing joint initiatives in digital skills, education and innovation, including potential student exchanges and projects to support farmers and communities through technology such as mobile innovation hubs. Delegates toured facilities such as the TIME-CUBE incubator and engaged with staff and students to share knowledge and research.

The initiative aligns with multiple SDGs, particularly SDG 4 by enhancing education and skills development and SDG 9 through the promotion of innovation and digital infrastructure. It also supports SDG 8 by improving employability and workforce skills, as well as SDG 17 by strengthening international partnerships. The collaboration highlights the role of global engagement in driving sustainable development and knowledge exchange.



STROKE CARE INNOVATION PARTNERSHIP

The University's London Digital Twin Research Centre (LDTRC) hosted a hybrid international workshop focused on advancing digital twin technologies for real-world healthcare applications, particularly stroke care. The event brought together clinicians, researchers and institutional partners from the UK and Southeast Asia to explore the way AI and digital twin models can improve diagnosis, treatment planning and healthcare delivery. A key outcome was the signing of a Memorandum of Understanding between Middlesex University, the University of Oxford, and Vietnamese partner institutions, strengthening international collaboration in research, data sharing and capacity building in medical innovation. The project supports knowledge exchange through visits, panel discussions and shared research on AI-driven healthcare solutions. The initiative contributes to SDG 3 by improving health outcomes through innovative medical technologies, SDG 4 by enhancing education and research collaboration, SDG 9 by advancing digital innovation and infrastructure, and SDG 17 by strengthening global partnerships for sustainable development.

SMALL FARMERS IN ZIMBABWE AGAINST POVERTY

The *Green Farm Africa* project is an international research-led initiative designed to support smallholder farms in Sub-Saharan Africa, including Zimbabwe, by improving productivity, sustainability and access to global markets.

The project, led by Middlesex University researchers from the Centre for Enterprise, Environment and Development

Research (CEEDR) and the GreenFin research cluster, in collaboration with Royal Holloway University of London, Lincoln University and Reading University, trains around 300 farmers to use smart technologies such as satellite weather forecasting, drone monitoring and digital farm management systems. It also supports farmers in meeting Global Good Agricultural Practice (GAP) standards and developing Green Stamp accreditation that enables access to UK and European export markets, helping strengthen income opportunities and climate resilience.

The work contributes to SDG 1 by supporting poverty reduction through improved livelihoods and SDG 2 by strengthening sustainable agriculture and food security. It also aligns with SDG 8 by creating fairer access to trade and income opportunities, SDG 9 through the use of digital innovation in farming systems, SDG 10 by reducing global inequalities through support for smallholder farmers, and SDG 12 by promoting sustainable production practices. Additionally, it supports SDG 13 by enhancing climate resilience in agriculture through the use of data-driven forecasting and environmentally sustainable farming methods that help farmers adapt to climate change impacts, and SDG 17 through strong international partnerships between universities, industry and farming communities.



NEW COMPETITION FOR BUDDING ENTREPRENEURS

Middlesex University and Barnet Council partnered to support aspiring entrepreneurs through the *What's Your Big Idea?* competition, designed to help students, graduates and local residents develop early-stage business ideas. The initiative, supported by Santander Universities, Brent Cross Shopping Centre and Barnet Council, offered a £20,000 prize fund, alongside workshops, mentoring and hands-on training in areas such as financial planning, market research and business development. Participants pitched their ideas and gained real-world experience, building confidence and practical skills to launch and grow ventures. The initiative aligns with SDG 8 by promoting entrepreneurship, employability and economic growth, as well as SDG 4 through skills development and experiential learning. It also connects with SDG 9 by fostering innovation and supporting start-up creation, and SDG 17 through collaboration between the University, local government and industry partners. The programme highlights the role of local partnerships in driving inclusive economic opportunities and innovation.

Community Engagement

Middlesex University's role as an anchor institution is reflected through practical activity with local residents, schools, community organisations and partners.

BIG IFTAR

Middlesex University's *Big Iftar 2025* brought

together more than 200 students, staff and community members at the Hendon campus to mark the fast-breaking meal during Ramadan, creating an inclusive interfaith celebration rooted in compassion and shared understanding. The event, organised in collaboration with the Barnet Multi Faith Forum and local partners, featured speeches from faith leaders, performances by students and schoolchildren, and discussions on themes such as kindness, food waste and sustainability. It provided a space for dialogue between people of different religions and backgrounds, reinforcing community cohesion and mutual respect.



This initiative aligns with SDG 1 by supporting inclusion and community access to shared resources and reducing barriers to participation in cultural and social activities. It also connects to SDG 2 by promoting awareness of food waste and responsible consumption, while also providing a free warm meal to the community, staff and students. It supports SDG 3 by promoting wellbeing and strengthening social connections, and SDG 11 by fostering inclusive and cohesive communities. In addition, it supports SDG 10 by encouraging intercultural understanding and reducing social division, and SDG 17 through collaborations between the University, faith groups and local community organisations to deliver shared social impact.





SOCIAL ARTS CLUB

The Social Arts Club, run by Programme Lead for BA Graphic Design, Michael Wright, alongside co-investigators Mel Jordan from Coventry University and Andy Hewitt from the University of Northampton, is an art and design research group working primarily in an area of deprivation in Northampton: Kings Heath. The Social Arts Club engages with people in the community, running arts workshops and projects such as *The Mapping Kiosk* and *Kings Heath Calling*, aligning with SDGs 1, 3, 10 and 16.

The Mapping Kiosk supported SDGs 1, 3 and 10 by being part of a wider Arts and Humanities Research Council (AHRC)-funded project looking at health inequality. The project sought to find hidden assets within the community. Large maps were designed so members of the community could identify these assets and show their daily lives in the area. These workshops were also run with members of local organisations such as the local council, charities and support services, supporting SDG 16. *Social Art Club: Kings Heath Calling* is a new participant-centred art project that has evolved from an existing relationship with the Community Safety and Engagement Team, West Northamptonshire Council, further supporting SDG 16. It builds on issues identified in *The Mapping Kiosk*. The project will see residents of Kings Heath, Northampton, produce zines and posters that explore their lived experience and the future needs of the community, supporting SDGs 1 and 10. Participants designed zine publications, telling their personal stories of Kings Heath and creating renewed pride in the area. The material outcomes were exhibited in Kings Heath and at a public venue in central Northampton. These zines became part of a wider publication, printed on recycled paper using a risograph printer that works with plant-based inks.

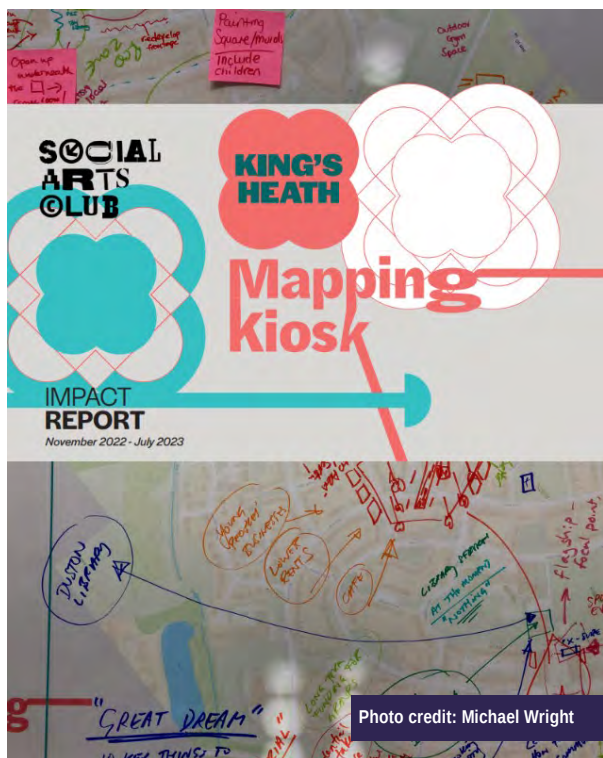


Photo credit: Michael Wright



Photo credit: Michael Wright

PUPILS TACKLING WASTE IN SCHOOL



Middlesex University, in partnership with St George PLC, supported a sustainability competition involving more than 600 school pupils across Barnet Climate Action Month. Students from Hendon School, St James Catholic High School and Copthall School took part in workshops and activities before presenting practical ideas, such as school-wide uniform recycling and repair schemes, recycling bins with an app and reward system, as well as composting and growing food for the school canteen.

This initiative contributes to SDG 4 by providing hands-on education in sustainability and environmental responsibility, and SDG 12 by promoting waste reduction and more responsible consumption practices. It also aligns with SDG 13 by raising awareness of climate change and empowering young people to take action. Additionally, the project supports SDG 9 through innovation in waste solutions, SDG 11 by improving sustainability within local communities, and SDG 17 through collaboration between the University, local schools and industry partners. The project emphasises the importance of engaging young people in developing practical solutions to environmental challenges.



Photo credit: Kenny Chiang Feng

Our Sustainable Campus – London



SUSTAINABILITY IN NUMBERS



Waste – We have 0% waste sent directly to landfill. 180 tonnes of our overall waste is recycled and we have saved 1570 kilograms of food waste through our subscription to the Too Good To Go app. Green waste generated by grounds maintenance is composted.

Energy – Our solar panels generated 93,649 kWh of green energy in 2024/25, a significant increase from 2023/24.

Water – Tanks under MDX House collect rainwater to irrigate plants on the deck. Rainwater harvested on Sheppard Library is filtered and used to flush the toilets, while our water refill machines located around campus have dispensed more than 973,000 litres of water since their installation.

Biodiversity – Our annual tree audit manages and enhances the health and condition of our trees, contributing to biodiversity, while relaxed mowing enables wildflowers and wildlife to thrive.

Green Travel – Our Hendon campus hosts 10 EV chargers available to everyone with access to the car park, encouraging a more sustainable travel.

USHER'S HERB GARDEN



The introduction of raised beds transformed what was previously a simple lawn into a vibrant, productive growing space that supplied fresh herbs and vegetables directly to university kitchens, supporting SDG 2 and SDG 12, while also contributing to wellbeing through access to green spaces and outdoor activity in line with SDG 3. Through close collaboration between students, staff and Halls management, the project demonstrated how underused green areas can be redesigned to support sustainable development and growth, aligning with SDG 11 and SDG 17.

Students played an active role in planning, planting and maintaining the beds, gaining hands-on experience in food production, soil health and seasonal growing cycles, contributing to SDG 4. This practical involvement deepened their understanding of sustainability, food systems and environmental responsibility, with staff providing guidance and coordination. All harvested produce was used in the kitchens, reducing food miles, cutting costs and improving freshness and quality, supporting SDGs 12 and 13.

The raised beds not only increased biodiversity and enhanced the visual appeal of the space, contributing to SDG 15, but also created a living-learning environment. Students developed skills in teamwork, problem-solving and sustainable resource management. By turning a previously underused space into a productive garden, the initiative highlights how thoughtful land use can contribute to carbon reduction, waste minimisation and community engagement, supporting long-term sustainable growth in line with SDG 11 and SDG 13.



THE LIVING PAVILLION

The MDX Living Pavilion: Making a Collaborative, Sustainable Learning and Wellbeing Space on Campus, by Dr Homeira Shayesteh, Dr Tong Yang, Prof Mehmet Karamanoglu, Zuzana Botkova, Kate Fregene and external colleagues, presents the design and delivery of a student-centred campus intervention that combines sustainability, placemaking and wellbeing, supporting SDG 3 and SDG 11. The paper outlines how the Living Pavilion was developed through

interdisciplinary collaboration between students, academics, professional services and external partners, aligning with SDG 17 and creating a shared space that supports informal learning, community connection and belonging, additionally contributing to SDG 4 and SDG 10. It demonstrates how sustainable design principles and the UN SDGs can be translated into tangible campus infrastructure, supporting SDG 9 and SDG 12, while also providing authentic learning opportunities for students through co-creation, prototyping and real-world constraints, further reinforcing SDG 4. The paper reflects on lessons learned, including stakeholder engagement, inclusivity and long-term stewardship, and offers a transferable model for other universities seeking to enhance learning environments sustainably in line with SDG 11 and SDG 12.

CHARTWELL'S HYDROPONIC FARM



The Middlesex University catering department is embracing sustainable innovation through its Smart Garden, powered by hydroponics: the science of growing plants without soil by using mineral nutrient solutions in water, supporting SDG 2, SDG 9 and SDG 12. This system uses a patented nanomaterial that releases essential nutrients, oxygen and water, supporting plant growth while reducing environmental impact, contributing to SDG 13 and SDG 15.

Currently, the Smart Garden is cultivating mini tomatoes, basil and chilli peppers. Mini tomatoes are rich in fibre, vitamins, and lycopene. Basil adds flavour and aroma to dishes, while chilli peppers can form part of a varied diet, aligning with SDG 3. Growth is efficient: seeds sprout within one to two weeks and continue producing for over a month. Once harvested, this fresh produce will be incorporated into Middlesex University's salad counter, promoting healthy eating, further supporting SDG 3, and reducing food miles in line with SDG 11 and SDG 13. Aligned with a number of UN SDGs, this initiative demonstrates the University's commitment to sustainability, innovation and student wellbeing, while showing how hydroponics can contribute to more sustainable food production on campus.



Photo credit: William Hackett

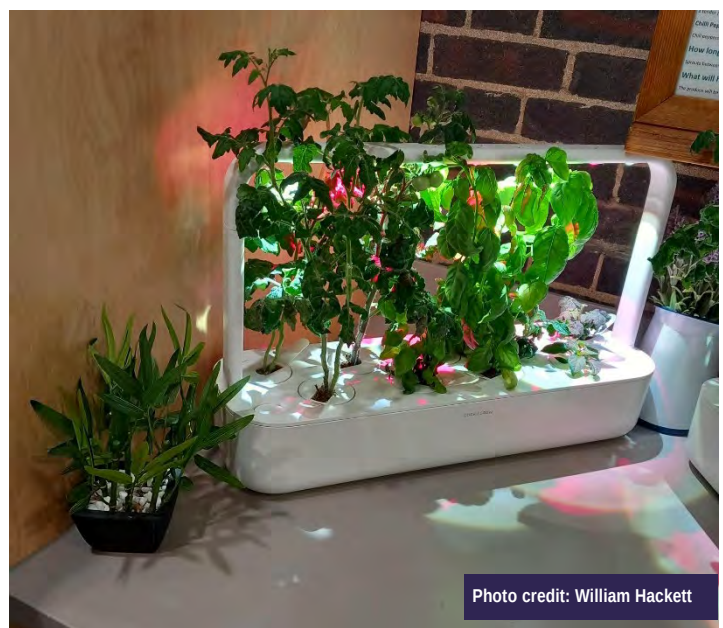


Photo credit: William Hackett

Conclusion

This report shows that Middlesex University's commitment to the United Nations Sustainable Development Goals is embedded across research, education, operations and community engagement, providing a clear and consistent framework for impact.

In 2024/25, the University has strengthened both the scale and integration of its contribution, with increased research outputs, deeper interdisciplinary working, and continued emphasis on preparing students to address global challenges.

The priority now is to build on this momentum by focusing on measurable impact, stronger alignment across activities, and sustained collaboration. Middlesex is well positioned to do so, with a clear trajectory toward delivering meaningful, long-term contributions to a more sustainable and equitable future. In the year ahead, this means strengthening how we evidence impact, broadening engagement across the University and continuing to connect sustainability activity with research, teaching, campus operations and civic partnership.

Jerry Headley, Interim Director of Estates and Facilities



Sustainability | Middlesex University

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