

University of London

Transforming
**LIVES AND SOCIETY
WORLDWIDE**



UNIVERSITY
OF LONDON

FOUNDING PURPOSE: GLOBAL IMPACT

The University of London (UoL)'s purpose is to pioneer unique forms of education and research that transform lives and society.

UoL's history of capacity-building across the Commonwealth provides a rich backdrop for our distinctive global footprint: international partnerships and worldwide provision of quality degrees that have had impact on individuals, communities and societies since the nineteenth century spanning 190 countries.

The contexts in which our graduates and our partnerships operate range from the emerging economies of South Asia and Africa to the post-industrial societies of Western Europe and North America.

This publication has been written for our partners and stakeholders around the world, to inform and stimulate further debate of higher education's role in contributing to achievement of the UN's Sustainable Development Goals; and to highlight UoL's sustained role in contributing to societal advancement.



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- The University of London is the UK's leading provider of digital and blended distance education internationally, offering programmes to over 40,000 students in 190 countries around the world. Although rooted in London, our community and our impact are global, while offering civic engagement with our local communities.
 - We are a national leader in the humanities, where we advance their value to society and the economy through promotion and facilitation of research, engagement and impact.
 - We are a federation of 17 leading higher education institutions, with collaboration at the heart of our ethos. The University of London Federation is a community of more than 240,000 learners and 50,000 staff, delivering world-leading teaching and research across all disciplines.
 - Our commitment to increasing access to education and mobilising the collective power and expertise of the Federation is central to our ability to transform lives around the world and address the global challenges of our time.
 - Our aim is to enhance our academic work in the pursuit of excellence in education, research and knowledge exchange through collaboration with our Federation Members, developing academic programmes, networks and partnerships that further the Federation's goals across London, the UK and internationally.

UOL, HUMAN RIGHTS AND THE UN SUSTAINABLE DEVELOPMENT GOALS

In 1948 the UN Declaration of Human Rights proclaimed the right to education, directed to the full development of the human personality, the strengthening of respect for human rights, the promotion of global citizenship, and sustenance of the global commons.

In particular, the role of higher education has never been more to the fore in helping to realise universal basic human rights, or achieve the UN's Sustainable Development Goals (SDGs).

The knowledge and skills needed to promote sustainable development and sustainable lifestyles are broad, and encompass human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

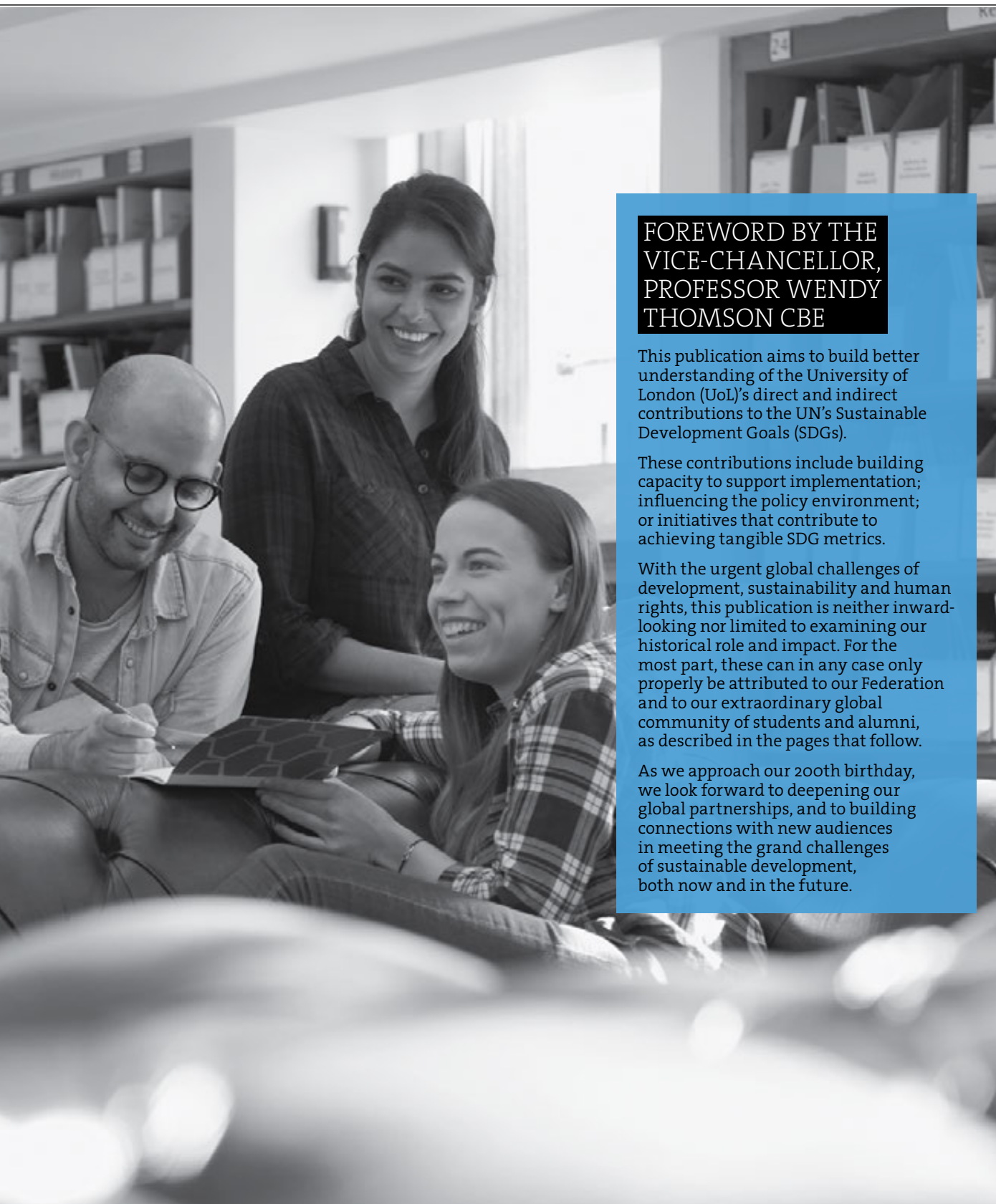
Sustainability therefore runs to the core of our mission and operations through:

- work to develop global interdisciplinary competencies with employment focussed outcomes
- our global network of Recognised Teaching Centres that localise the curriculum and promote global citizenship
- a focus on the humanities in an interdisciplinary context, actively making links to the arts, science and social science wherever we can.

UoL has had access at the heart of our mission since our founding in 1836. We were the first university in the UK to admit students regardless of gender, race or creed; and in 1858 we received a new Royal Charter that allowed us to offer examinations anywhere in the world. Since then, successive generations of young people around the globe have had the opportunity to study for a world-class degree; and many now occupy senior positions in the economic, legal, education and health fields among others. Alongside this, the University has a critical role to play in leading initiatives on equality, diversity and social justice that will create meaningful change in our disciplines and across the sector more broadly.

The interconnectedness arising from increased globalisation means that challenges such as access to education, health and wellbeing, climate change, conflict and forced migration can only be addressed through global collaboration; and higher education is integral to this.

This is therefore a shared challenge that requires the alliance of education sectors, policymakers, civil society and individuals around the world; and the University of London remains committed, with our global partners, to sustainable societal advancement.



FOREWORD BY THE VICE-CHANCELLOR, PROFESSOR WENDY THOMSON CBE

This publication aims to build better understanding of the University of London (UoL)'s direct and indirect contributions to the UN's Sustainable Development Goals (SDGs).

These contributions include building capacity to support implementation; influencing the policy environment; or initiatives that contribute to achieving tangible SDG metrics.

With the urgent global challenges of development, sustainability and human rights, this publication is neither inward-looking nor limited to examining our historical role and impact. For the most part, these can in any case only properly be attributed to our Federation and to our extraordinary global community of students and alumni, as described in the pages that follow.

As we approach our 200th birthday, we look forward to deepening our global partnerships, and to building connections with new audiences in meeting the grand challenges of sustainable development, both now and in the future.

THE FEDERATION

The University of London is recognised internationally for its high academic standards, and as one of the world's leading universities with the outstanding teaching and research of the 17 Federation Members.

The federation has naturally changed enormously over time, and continues to evolve. With it, so too does the University of London. Embedding sustainability and social responsibility in educational provision is well established within the Federation Members, and this crucial work flourishes as our Federation Members respond to the challenges enshrined in the SDGs through their communities of staff, students and alumni.

Towards the expansion of educational opportunity worldwide, the majority of Federation Members work collectively with University of London Worldwide in making their programmes available to global audiences at scale.

There is wide acceptance that a sustainable future is critically dependent upon collective learning and knowledge sharing between myriad stakeholders, from peers, students, faculty, to broader systems and sectors in the world at large. Through its central systems and global networks, the University is well positioned to amplify access to a uniquely diverse and specialist portfolio. This currently houses around 500 courses and qualifications, and continues to grow.

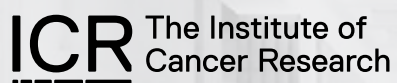
The impacts of Federation Members' work with the University in distance education form a part of the direct contributions, outputs and overarching commitment to sustainable development in their wider work. Many are conspicuous leaders in global efforts and breakthroughs towards the Sustainable Development Goals through transformative multidisciplinary programmes of research, and initiatives to embed sustainability into their teaching, partnerships and overall impact. Further information on such activities and achievements will be found on their websites.



THE FEDERATION MEMBERS OF THE UNIVERSITY OF LONDON:



The Courtauld



University of London



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



IMPACT THROUGH RESEARCH EXCELLENCE, KNOWLEDGE EXCHANGE AND PUBLIC ENGAGEMENT

Since 1836 our work to observe and address societal challenges and form partnerships to transform lives continues to be realised in various ways - whether promoting the value of the humanities to society and the economy through knowledge creation and exchange, new policy and research partnerships into urban recovery, rapid response and long term resilience, our research in urban cultures, history and geography, or innovative sustainability initiatives as a civic university employer, land owner, and investor.

The University of London has campuses in both London and Paris, two of the most economically and socially diverse cities in Europe, from where we reach out to communities both locally and around the world through our educational work.

A key element of our strategy is to draw on the University's expertise, experience and connections to:

- facilitate active networks and communities of practice in areas of critical importance to the sector and public life
- share best practice and intelligence
- devise and run joint initiatives that enhance student opportunities
- develop research collaboration across London's Higher Education Institutions, across the UK, and internationally
- consolidate resources where appropriate

Leveraging the benefits of our history, Federation and position, we support the development of quality distance and online education, stimulate innovation and best practice in careers and employability, address challenges of inclusive practice and access, and champion the importance of the humanities in addressing the needs of a changing world.

Centre for Online and Distance Education

The Centre for Online and Distance Education (CODE) is a University of London initiative to support the development of expertise and innovation in the field of online and distance education through research, training, capacity building, and strategy and policy development. Its Fellows comprise an inclusive representation of thought leaders in the sciences, research, academic practice, and leadership in online and distance education. CODE and its Fellows are ensuring that its commitment to improving equality, diversity and inclusion is evident in its strategic activities, educational innovations, and research. CODE runs large-scale conferences, workshops, and webinars. It reaches a global audience, with strong representation from colleagues working in the Global South in both its audiences and as presenters.

Find out more about the london.ac.uk/code

The Careers Group

The University's Careers Group has been providing careers services to universities for over 100 years and is the largest higher education careers and employability service in Europe.

The only higher education careers service with its own inhouse Professional Development team and Research Units, the Careers Group strives to be a thought and practice leader within the sector, focussed on evidence-based innovation in the employability landscape.

Find out more about the Careers Group: bit.ly/uol-careersgroup

School of Advanced Study

The School of Advanced Study and its renowned integrant institutes and centres of excellence work to advance the humanities through promotion and facilitation of research, engagement and impact.

Advocate for the arts and humanities and their contribution to culture and society, the School's research promotion shapes intellectual and public debates and emphasises the intrinsic

value of the humanities to boosting social cohesion and well-being. Meanwhile our libraries, national and international networks play a key role as changes to the research environment make it more important than ever to ensure UK researchers remain connected to and engaged with global research communities.

The School continues to develop and nurture the partnerships and networks at the heart of its international strategy to promote and facilitate global humanities research and ensure focus on critical global challenges where humanities research can play a key part. In addition to the School's outputs in areas such as environmental humanities, international governance, human rights, and social justice (see Ecocide project page 36), its work further exemplifies the humanities working with sciences in tandem with sciences towards global challenges, whether understanding regulation for responsible AI, addressing the goal of aging well by protecting our senses, or contributing to improved food security and nutrition through a better understanding of how we should eat well for pleasure and the planet.

Find out more about the School of Advanced Study: sas.ac.uk

The Institute of Commonwealth Studies, School of Advanced Study

The Institute of Commonwealth Studies works towards achieving the SDGs in several ways. Sitting at the crossroads of research, policy, human rights practice and international relations, the Institute has three areas of focus including strengthening the rule of law, combatting climate change, and promoting freedom of expression and digital rights. Specific programs include working with the Commonwealth to develop and promote a human rights-based approach to criminal law with a focus on the decriminalisation of poverty, homelessness, and status (grounded in SDGs 1, 10 and 16); and the pursuit of environment and climate justice (SDG 13) by working with scientists, lawyers and civil society around the world to exchange knowledge and develop policy advice. The Institute also runs a groundbreaking MA in Human Rights

by distance learning with cutting-edge content which looks at human rights issues from a practical perspective as well as a theoretical and legal one.

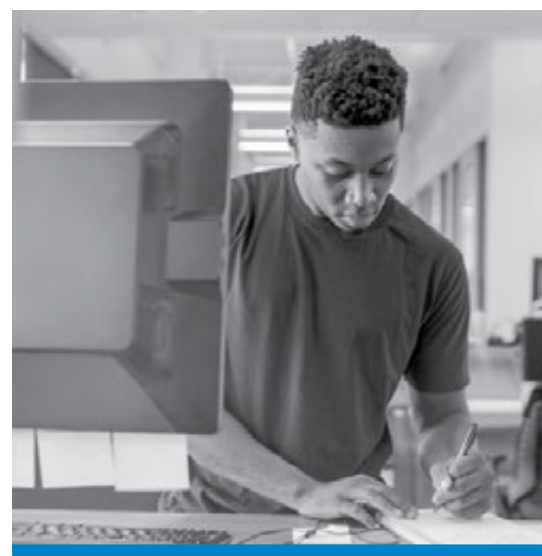
Find out more about ICwS at:
commonwealth.sas.ac.uk

The Institute in Paris

The first British institute on continental Europe, The University of London Institute in Paris is dedicated to promoting the study of language and cultural understanding, providing undergraduate programmes in the fields of French Studies and International Politics whilst also running a postgraduate programme in Urban History and Culture.

The Institute has long provided a bridge between academic communities in Britain and France, and its work continues apace today with strategic partners in Britain, France, wider Europe and well beyond, prominent input on British Council policy dialogues, programmes of conferences and seminars and other initiatives, such as the Knowledge Diplomacy project or Banister Fletcher Global Fellowship (page x).

Find out more about the Institute at:
london.ac.uk/institute-paris



MAPPING IMPACT

As an integral part of society, at home and around the world, we believe we are required to be responsive to change and challenge, be it local, transnational or global, and the SDGs present a holistic, multi-layered and complex backdrop to UoL's ambitious strategic vision.

Our strategic aims	Relevant SDGs	Cross cutting SDGs	How the University of London contributes to SDG achievement
Forge new models of strategic partnerships to deliver cutting-edge programmes and open up new opportunities to learners across the world.			Access, inclusion and cross-border partnerships to deliver programmes tackling poverty, global food systems, health, education, law, economic and technological development, gender and social inequality, refugee protection, and human rights.
Stimulating innovative intellectual exchange and effective public engagement, drawing on our expertise across the University in the humanities, distance learning, careers and employability, and inclusivity and widening access.	    	  	Our teaching, research and public engagement in the humanities and social sciences help to advance critical understanding of the human aspects of today's global challenges. Our international research partnerships and commitment to public engagement involve an increasing number of partners institutions and organisations around the world. Key initiatives include our Being Human festival, an expanded portfolio of practice and research in refugee protection, a series of events examining the nature of knowledge diplomacy, and the development of digital humanities research skills.
Developing and continuously adapting our organisation and capacity to anticipate the university of the future.	    		<p>The University of London is committed to building on cutting-edge sustainability practices to work towards our zero operational carbon goal.</p> <p>At the same time, we deploy global programmes in water and energy resources, land management for sustainable development, energy and climate policy, climate change and development, urban sustainability, and project management.</p> <p>And we develop cross-cutting ventures to pool talents and resources to ensure that the benefits of our research and educational initiatives are felt in London, across the UK and around the world.</p>

**DR BEN GAUNT, AND KATE SHERRY,
SOUTH AFRICA,
MSc INTERNATIONAL
PRIMARY HEALTH CARE**

Dr Gaunt and Kate Sherry were both working at the remote Zithulele hospital in an acutely deprived part of the Eastern Cape Province when they applied for ACU bursaries to the MSc International Primary Health Care in 2006. The diverse challenges of rural health in a development context demand a multidisciplinary team approach and in their multiple roles, they “thrived on the skills and information opened up to us by the MSc”, noting that “far from being a luxury or alternative career path, we find academic skills a critical foundation for the very practical day-to-day realities of our tasks, whether we are researching best clinical practice or looking for some anthropological light on culturally shaped health behaviours”. One of South Africa’s leading rural health specialists, Dr Ben Gaunt oversaw clinical services at Zithulele hospital until 2022, helping to transform it from an understaffed 55-bed facility into a celebrated 150-bed hospital with a multidisciplinary clinical team of 40 people. He now works as the Eastern Cape health department’s clinical medicolegal adviser. Kate Sherry is an occupational therapist and health systems consultant and researcher for international development projects. She is currently working on health system innovations towards universal coverage of health and rehabilitation services for rural people with disabilities, including digital health strategies to target hardest-to-reach groups.



There were several reasons for selecting SOAS; the great reputation of the University of London academic programmes; the flexibility of the learning approach; and the global focus of the case studies used in each module. Completing the degree, has ... helped me understand the importance of economic and government policies in supporting sustainable economic growth and the resulting welfare of a society.

Wylie Tollette, USA, MSc Finance

**CHARLES KAO, CHINA,
BSc ENGINEERING**

In 1957, Sir Charles Kao GBM, KBE, FRS, FREng graduated with a BSc in Engineering from the University of London, which he took through the then Woolwich Polytechnic College, University of London. He was awarded a PhD in Engineering, again from University of London in 1965, while he was working at Standard Telecommunication Laboratories (STL) in England. It was here that Sir Charles made his breakthrough discovery, through his realisation of the potential of fibre-optics as a telecommunications medium. Known as the 'Godfather of Broadband', his passing in 2018 bequeathed a legacy of revolutionising telecommunications, transforming the way in which we communicate today. He received the 2009 Nobel Prize for Physics.



THE UNIVERSITY OF LONDON AND QUALITY EDUCATION



QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT AND HUMAN RIGHTS

Through connection and collaboration, UoL's purpose, history and current global footprint make an important contribution to the achievement of a number of SDGs.

Our foremost and overarching commitment is to SDG4: Quality Education, with which all the other 16 SDGs are closely interlinked; and through which the University also brings a strong focus to bear on:

- **Good health and wellbeing** (SDG 3): our postgraduate programmes for health practitioners, clinicians, policy makers and researchers contribute to advances in global health policy and public health in a wide range of developing countries.
- **Gender equality** (SDG 5): the availability of UoL degrees in 190 countries means that roughly equal numbers of men and women take the opportunity to study with us through distance and flexible learning. In a number of countries women outnumber men in our student body, Sri Lanka being an example, where the proportion of women is 60%.
- **Decent work and economic growth** (SDG 8): alongside the intrinsic value of our degrees to individuals pursuing their chosen careers, UoL provides a range of employability resources and opportunities to our students wherever they are. Our alumni occupy influential positions in fields that are critical to economic growth, including finance, economics, business, law, IT, health and education.
- **Reduced inequalities** (SDG 10): equality of opportunity through global access to quality tertiary education has been a guiding principle for the University since our founding, when we were the first university in the UK to admit students regardless of gender, race or religious affiliation. The accessibility of our programmes today, in terms of both cost and flexibility, continues this tradition and provides an important platform of opportunity in developing countries.
- **Sustainable cities and communities** (SDG 11): our world-leading teaching, research and public engagement in the humanities and social sciences play an important role in building knowledge and understanding of the human dimensions to complex societal problems, many of which play out in urban contexts, including climate change, justice and equality, and individual and societal wellbeing.
- **Peace, justice and institutions** (SDG 16): our largest single programme is our LLB, delivered at any one time to over 15,000 students around the world. Many of our graduates occupy senior roles in national and international law contexts, while our LLM builds further expertise and specialisation. In addition, our postgraduate programmes in Human Rights and in Refugee Protection are helping to address one of the biggest issues of our time: mass forced migration.
- **Partnerships for the goals** (SDG 17): UoL is an active member of the Association of Commonwealth Universities, the International Association of Universities and European Universities Association. Through these and other networks we ensure that we both contribute to and benefit from knowledge and expertise in addressing the SDGs.



The speed of climate change and biodiversity loss is devastating; I feel that anyone who wants to make a difference, wherever they work, should consider this course. The University of London is highly respected, and although I plan to work in the environmental sector, I feel that the MSc in Global Environment and Sustainability is relevant to every business and organisation. As I currently live outside the UK, and have a young family, this course suits me perfectly. I had a great experience studying at a University of London institution on campus as an undergraduate, and really appreciate the flexibility in completing my second degree online. I found the most challenging part of the course was in attempting to identify the many externalities, interdependencies and trade-offs involved in environmental decision-making, and in navigating between the global scale and complex intricacies of the urgent environmental issues faced today.

**Tess Shorthouse, France,
MSc in Global Environment
and Sustainability**

TAMARA GUERIN BARRAU, HAITI, MSC FINANCIAL ECONOMICS

Tamara Guerin Barrau is a Haitian Entrepreneur, Financial Specialist, and social activist. She is a founding member of Kafou Lespwa, a cross-sector collaborative space working for the transformation of Haitian society as well as a founding member and the current treasurer of the YWCA Haiti, a grassroots-driven movement rooted in the leadership of women, young women, and girls.

"I first heard about the University of London through a friend who was working in a high-level position with the United Nations in Haiti. When I researched the programmes available I realized that the University of London was offering exactly the type of programme in international development that interested me. I found the quality of the courses and the flexibility that this type of arrangement offered me were perfect for my needs and I registered to earn my Masters of Science in Financial Economics.

The knowledge I gained from this programme also helped me obtain different consulting contracts within UNICEF and USAID funded projects. After completing the course, I better understood the different actors, strategies and policies in social and economic development. Since then, I have been extremely active in developing local capacities, strengthening women's grass roots organizations and empowering young women to create positive change in their communities."

The role of higher education in helping to achieve the UN's Sustainable Development Goals (SDGs) is more critical now than ever. Higher education provides a unique and neutral platform for the global interdisciplinary collaborations required to tackle present day development challenges such as access to education, health and wellbeing, climate change, conflict and forced migration. SDG4 stipulates that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development. This should include, among others, education for sustainable development and sustainable lifestyles, health and well-being, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Equality of opportunity through global access to quality tertiary education has been a guiding principle for the University since our founding, being the first university in the UK to admit students regardless of gender, race, or religious affiliation; and the modern-day University of London has unique strengths to bring to bear on these challenges. Whether addressing equal access and gender disparities, the proportion of youth with ICT skills, global citizenship, and supply of quality teachers, multiple targets under SDG4 are directly and indirectly influenced by our work today. We support countries' resilience and drive prosperity through the generation of employment, growth and sustainable industrialisation, as access to educational opportunities helps lift communities out of poverty and in turn supports development of basic infrastructure and new technologies.



The measures required to address the challenges of the SDGs are highly complex, interlinked and interdisciplinary. Moreover, all require new generations of lawyers, policy makers, educationists, economists, health experts, technocrats, technicians and more to develop and monitor the requisite national and international instruments, legislation, and development assistance to ensure sustainable development for all, across all the goals. The University of London's breadth and historical depth of global provision in such fields, its contributions to capacity building and the career trajectories of countless alumni provide evidence of a wealth of contributions towards the achievements of development and human rights goals. In a complex multi-layered world, our diverse, specialist portfolio reflects interdisciplinary institutional learning around wider societal challenge and testifies to our capacity to influence and contribute to the global workplaces of industry, governance, finance, healthcare, education, common law, and social sciences.

The vehicle for this work has always been distance education, which has itself undergone major transformation. The concept of simply providing self-study materials along with the examination has long since given way to new, cutting-edge programmes where students enjoy vibrant virtual learning environments permitting ever greater levels of immersion, interactivity, skills development and online engagement, with an online library containing over 100m items, alongside a rich variety of employability and careers resources.

Meanwhile, distance education itself plays an increasingly salient role in mitigating disruptions to education by the effects of climate change, environmental degradation (thought to affect up to 40 million children every year and felt most acutely among young girls and women).



Together with human conflict, these factors collectively have displaced more than 35 million people, among which only a small fraction of those of university age are currently accessing higher education. As we invest in improvements to our provision in quality education, we equally aim to build resilience and mitigate climate and environmental breakdown; and at the same time contribute to solving the world's refugee crisis.

We are conscious that this is not by itself sufficient to address the complex transnational challenges in education in the modern era, where sustainable, locally relevant and equitable outcomes are best achieved in networks of partnership and engagement. This is why we work with institutions

around the world to situate our provision in the local context, paying attention to national and regional priorities. Our flexible template for delivery continues to enable institutions around the world to teach students towards our awards, simultaneously addressing residual capacity challenges in higher education and affording opportunities for actors in the local education economy. Our provision today is carefully calibrated to strengthen existing capacity, and to ensure we complement and enhance local higher education provision, and do not undermine it or compete with it.



DR ROLPH PAYET, SEYCHELLES, POSTGRADUATE DIPLOMA IN ENVIRONMENTAL MANAGEMENT

Graduated in 2006 with a PG Cert in Applied Environmental Economics and subsequent recipient of an honorary doctorate from the University of London, Dr Rolph Payet is a globally recognised figure on small island states issues, climate change, chemicals and wastes and a pioneer of environmental development in his various roles as

academic, environmental scientist, diplomat, politician and leader. He contributed to the reports of the Intergovernmental Panel on Climate Change (IPCC), which was awarded the Nobel Peace Prize in 2007 and is currently UN Executive Secretary for the Basel Rotterdam and Stockholm Conventions.

"My major concern is that many governments and people think that the problem of climate change will just go away, and more technologically advanced and rich economies will be able to solve the problem. Climate change politics is a very complex issue and needs engagement from all of us – how do you convince a driver to change from a high octane car to an electric buggy? How do you convince a hotel developer to build his hotel further inland instead of on the beach? How do you convince a consumer to move away from extreme packaging? Many consumers and companies are now aware, but we still lack innovations, investments, political commitment at the international level towards this sustainable future for all. Education stands at the centre, whether it is a transition to green chemistry, energy, transportation or food security"

ACCESS TO LIFELONG QUALITY EDUCATION OPPORTUNITIES

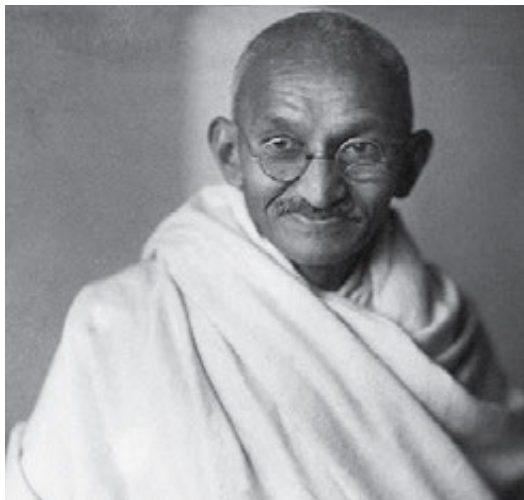
For many years following its 1858 Royal Charter, the University of London offered the only pathway, anywhere in the world, to obtaining a degree without attending a university campus.

This ensured that a University of London qualification provided early formative steps for numerous notable historical figures, profiles of many of whom are presented on the following pages. Commitment to universal access to knowledge at the University of London underpins global empowerment, for as our most famous former student, Nelson Mandela, had it, 'education is the most powerful weapon which you can use to change the world'. UoL's diverse provision and capacity building at scale, alongside our blends of analogue and digital, ensure flexibility to connect worlds across asymmetries of culture and economic development.



I chose to study Public Health by distance learning as I was able to balance my studies around working full time and was able to follow the courses and attend lectures from anywhere in the world. I was also able to select modules that were specifically linked to my career in humanitarianism, as well as broadening my expertise in new areas.

**David Burt, UK,
MSc Public Health**



So far as substantial knowledge is concerned, London University is by far the best. And if a University is to be joined for enjoyment and pleasures, of course London University would lag far behind.

**Mahatma Gandhi, India:
lawyer and pre-eminent leader
of Indian nationalism**

CATERING FOR DIVERSE NEEDS

Our mission is to ensure that our services are accessible to all.

We also respect individual choice and strive to create an inclusive, flexible and supportive environment which recognises the diversity of every individual. While education facilities are built and upgraded to provide safe, non-violent, inclusive and effective learning environments for all, our work continues to play an important role supporting those learners with particular educational needs who are forced to study outside conventional learning environments. The inherent flexibility of our offer often delivers a solution for students with a variety of bespoke needs which may include service within the armed forces; off-shore or remote working conditions; inability to attend a conventional campus-based location; refugee or displaced status; or incarceration. Commitment to inclusive practice is evidenced by a long history of offering opportunity to students with these needs, dedicated staff roles for inclusive practice, and active inclusion and oversight within internal governance structures.



NELSON MANDELA, SOUTH AFRICA, DSC (ECON): LAWYER, ACTIVIST AND FORMER PRESIDENT OF SOUTH AFRICA

For many of his 27 years of imprisonment Mandela was studying, or attempting to study, Law as a student of the University of London. He passed the London Intermediate examinations in 1963, but the conditions imposed by the South African authorities prevented him from completing his degree in the later 1960s and 70s. In his autobiography Mandela describes how, during the Rivonia trial in 1963-4, he *“wrote papers for a set of University of London examinations for my LLB. It might seem odd that I was taking exams a few days before the verdict. It certainly did seem bizarre to my guards, who said I would not need a Law degree where I was going. But I had continued my studies throughout the trial, and I wanted to make the examination. I was single-minded about it, and I later realised that it was a way to keep myself from thinking negatively. I knew I would not be practising law again very soon, but I did not want to consider the alternative. I passed the exams.”*



TRICIA TEEKAH, GUYANA, LLB

Tricia currently serves in the United Nations Resident Coordinator's Office in Guyana as the Human Rights Advisor. Similar to other Human Rights Advisors around the world, Tricia provides support to the UN Country Team and national partners to mainstream human rights

across pillars and programmes, find solutions to leave no one behind and integrate human rights into laws, policies, practices and SDG implementation plans.

She holds a bachelor's degree in international relations from the University of Guyana, a Bachelor of Laws from the University of London and a Master of Public Policy from the University of Reading, which she attained as a Chevening Scholar.

Tricia has approximately sixteen years of both national and international experience in the field of policy, social development, human rights and election observation. In recognition of her work and contributions to development, Tricia received the Council of the University of Guyana Prize in 2012, the Commonwealth Recognition Youth Award from the Government of The Bahamas in 2015 and won the Commonwealth Caribbean Youth Awards for Excellence in Development work in 2017 for spearheading projects based on SDG 16: peace, justice and strong institutions.



TRAINING THE TRAINERS

In a complex multi-layered world, UoL's diverse, specialist postgraduate distance portfolio reflects interdisciplinary institutional learning for a broad spectrum of societal challenge.

It is testament to its capacity to support development initiatives with the University's wide-ranging contributions to, and influence on, the global workplaces of industry, governance, finance, healthcare, diplomacy, education, common law, and social sciences.

Providing flexibility to study in the workplace, in addition timeliness and a compelling, cost-effective opportunity for professional development towards a prestigious award, our degrees have underpinned various approaches to training the trainers, that have enabled large numbers to become subject matter experts capable of disseminating their learning, sometimes in challenging environments.

DR SVEN JUNGSMANN, GERMANY, MSC PUBLIC HEALTH

A Doctor-turned-entrepreneur who brings together evidence-based medicine, and technology in his current work on an innovative breath analysis device to make disease screening cheaper, faster, and easy to use at the point of care to transform early disease detection, Dr Sven Jungmann notes how:

"The MSc in Public Health got me into the habit of approaching any problem from a wider angle. I now always look for all possible influence factors. Public health requires critical thinking to identify the core problems and creativity across all disciplines to solve them. And that is useful everywhere."



ANR ROBINSON, TRINIDAD AND TOBAGO, LLB

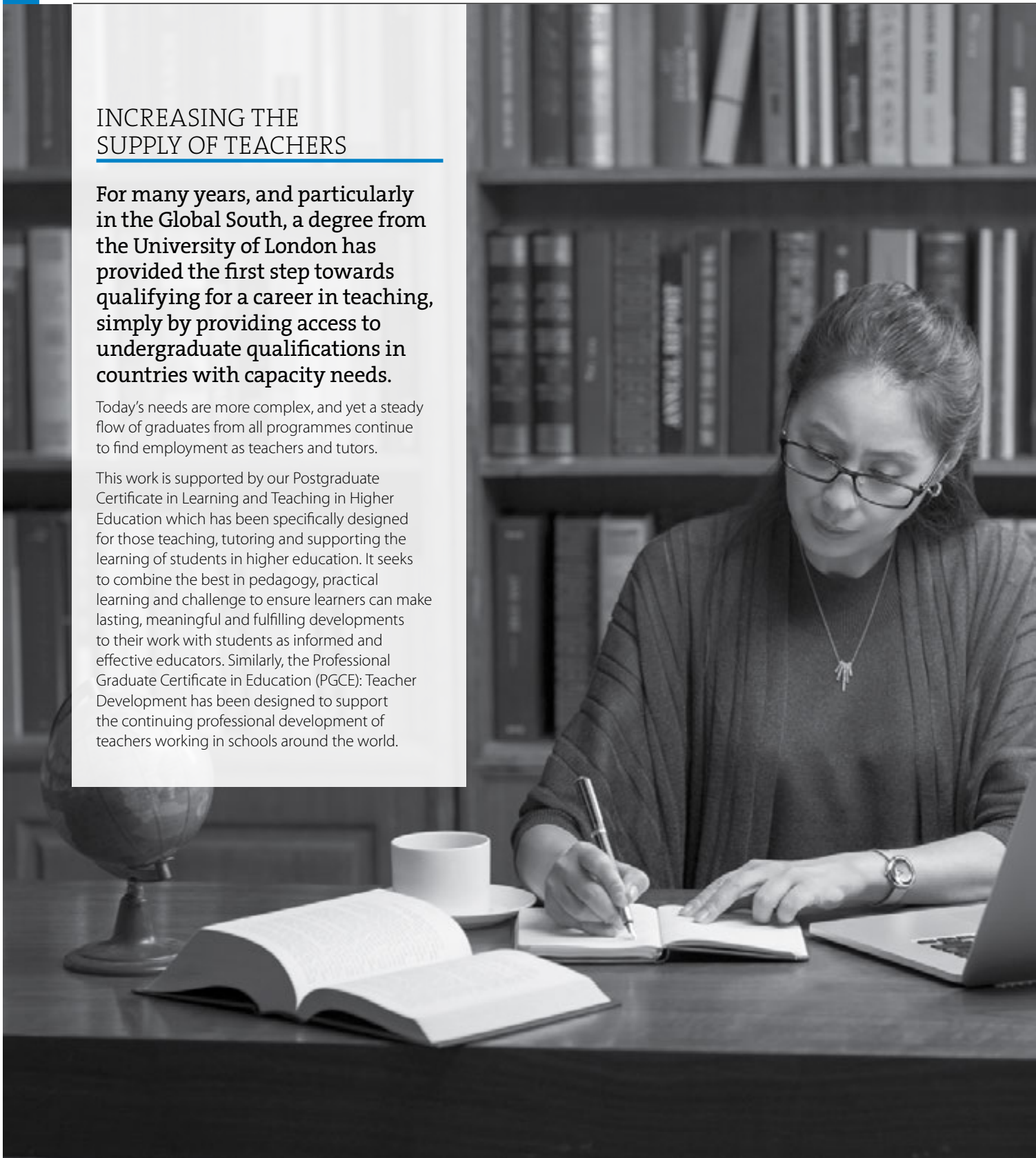
ANR Robinson, President of Trinidad and Tobago from 1997 to 2003 and Prime Minister from 1986 to 1981, obtained his Bachelor of Laws degree from the University of London in 1949. Moving into national politics, he became the first finance minister in the newly-independent Trinidad and Tobago government and, from 1961 to 1967, was responsible for the establishment of the country's post-colonial financial landscape. He went on to become the third President of Trinidad and Tobago. Revered as one of Trinidad's outstanding political leaders who delivered his vision of political emancipation of his people and their social and economic wellbeing, he is particularly notable both for his love of his native Tobago, and for his proposal that led to the founding of the International Criminal Court.

INCREASING THE SUPPLY OF TEACHERS

For many years, and particularly in the Global South, a degree from the University of London has provided the first step towards qualifying for a career in teaching, simply by providing access to undergraduate qualifications in countries with capacity needs.

Today's needs are more complex, and yet a steady flow of graduates from all programmes continue to find employment as teachers and tutors.

This work is supported by our Postgraduate Certificate in Learning and Teaching in Higher Education which has been specifically designed for those teaching, tutoring and supporting the learning of students in higher education. It seeks to combine the best in pedagogy, practical learning and challenge to ensure learners can make lasting, meaningful and fulfilling developments to their work with students as informed and effective educators. Similarly, the Professional Graduate Certificate in Education (PGCE): Teacher Development has been designed to support the continuing professional development of teachers working in schools around the world.





This qualification has tangibly enhanced my competencies and noticeably expanded my skillsets. The efficacy of a distance programme is connected to its structure, delivery, usability and opportunity for engagement. The programme was extremely compatible with my hectic schedule particularly since the entire module content was available at any time with the click of a button supported by explanatory videos and live tutorials from learned academics. The course assessment helped me to critically reflect on contemporary teaching methods and appreciate developing learning processes especially in response to environmental stimuli. As a tutor operating within the Caribbean, this information is quite pertinent to enable myself to make a meaningful impact on our educational system. It has been my experience that, at the University of London, your dreams do not come true. You become who you were meant to be.

Abigail Dickson-Morean,
Trinidad and Tobago,
PG Cert Learning and Teaching
in Higher Education



QUALITY EDUCATION UNDERSCORED BY:

Collaboration and cooperation

Despite a prominent history in capacity building, we are mindful of our responsibility to ensure our contemporary role complements and enhances local provision, rather than competes with it, and is more responsive to changing needs and local quality assurance and regulatory conditions. This is illustrated by a case study on page 38 detailing the series of policy symposia and capacity building workshops that we have been running since 2017 with the Nigerian National Universities Commission. This has been successful in foregrounding quality online and distance learning as a response to Nigeria's higher education capacity challenges; and in reforging confidence in the continuing relevance of London's educational model locally, with ongoing discussions with a number of partners in in Nigeria's higher education sector. We continue to seek opportunities to establish analogous platforms for expert dialogue with regulators worldwide, and are committed to sharing the wide range of learning and development opportunities we continue to build.

Innovation

The University has pioneered change in higher education and for nearly two centuries has improved the lives of millions of people around the world through our unique approach to education. We were the first university to explicitly exclude religious qualification as an entry requirement; the first to admit students regardless of their gender, race or religion, and the first to admit women to degree programmes. In 1865, the University was the birthplace of distance learning, providing access to higher education across the globe, and subsequent midwife to new universities throughout the postcolonial world. Today, the University continues to spearhead innovation and change, in such areas as online education, research and public engagement in the humanities, and new approaches to careers and employability.



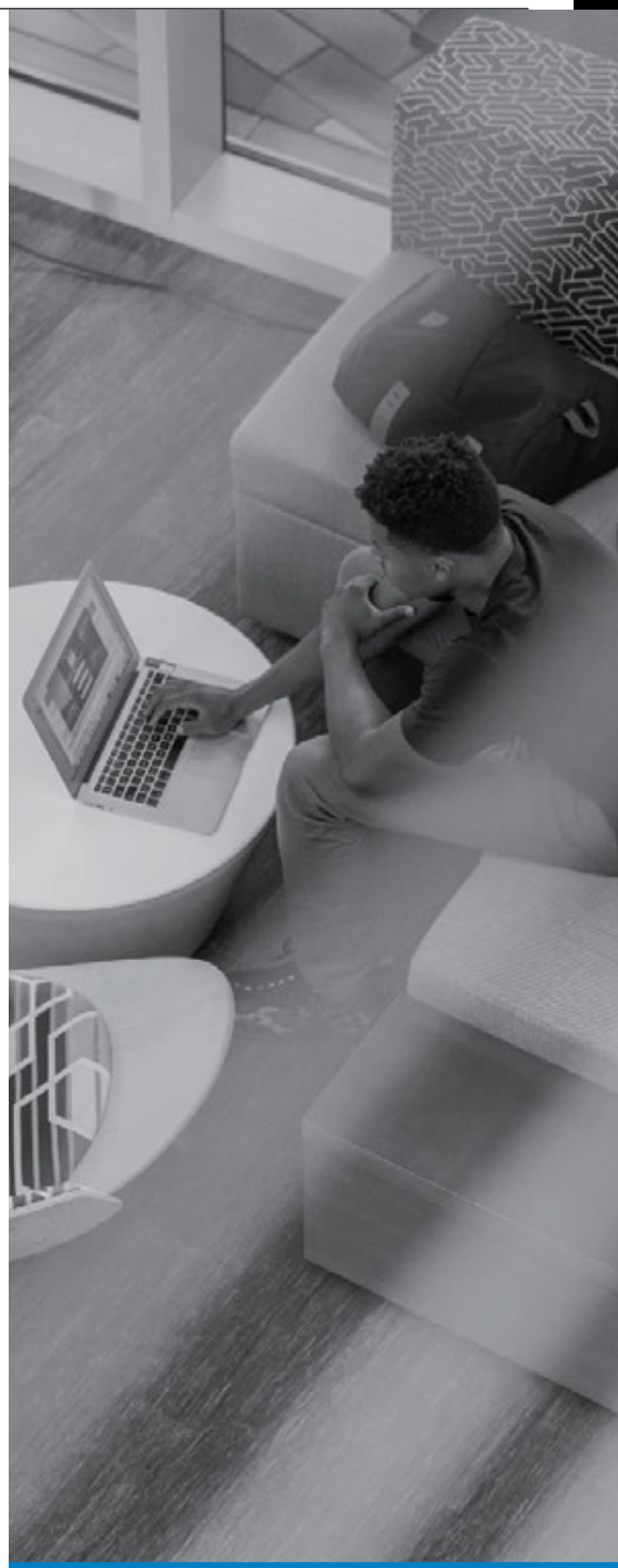
Rigour

It is now more than 160 years since students were first able to obtain degrees of the University without attending in person on campus. The study experience naturally remains different to that of students who study internally at one of its Federation Members, but the University makes no distinction in the standard of the curriculum studied and the award obtained by students who study via online and blended provision. This parity of standards has remained a central pillar to the reputation and prestige of the University's award throughout our history, alongside an enduring commitment to social responsibility through expansion of educational opportunity and access universally; the individual renown of the Federation Members that provide the academic bedrock to our offer; and the systems for quality and assessment that underpin our standards.

Widespread recognition and ongoing demand at both undergraduate and postgraduate level means that UoL qualifications remain relevant wherever they are studied, mainly by dint of their flexibility, but also consistently high standards, international recognition, and our core competency and employment-focussed learning outcomes.

Global dispersion

The vast majority of the University's transnational students do not travel in order to study, and our alumni contribute to longer-term societal development within their local and national contexts, often at senior level. At present, around 45,000 students are studying towards a qualification from UoL around the world in 190 countries. As a baseline, all receive extensive study materials specially written by academics appointed by the University, as well as a resource-rich Virtual Learning Environment and Online Library, typically supplemented with discussion forums, AV lectures and tutorials, and self-assessment exercises. Over 20,000 students, mostly undergraduate, complete their studies via a University of London Recognised Teaching Centre.



CREATING NEW WAYS OF KNOWING

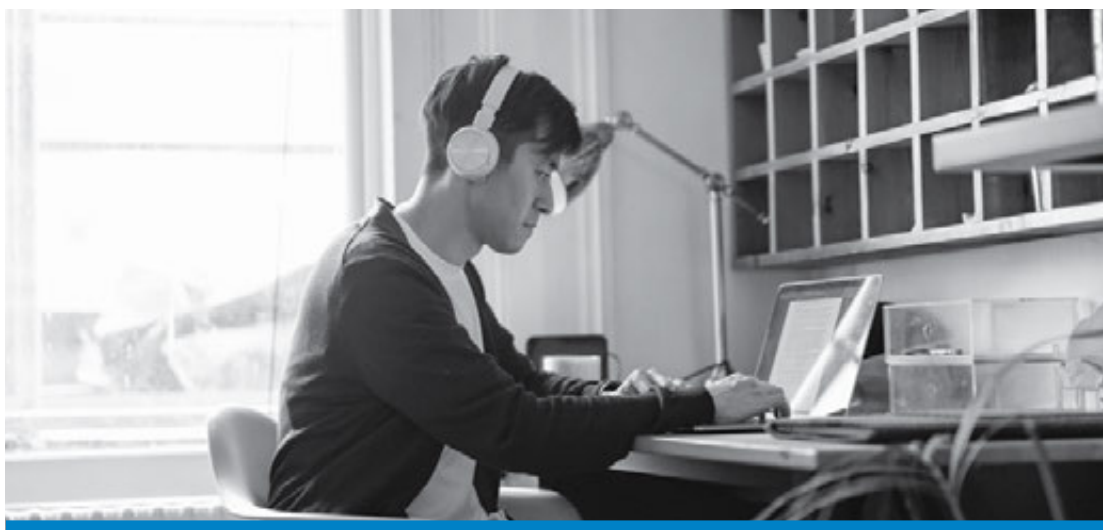
The engine room of modern innovation at the University of London, our Online Education Directorate is responsible for online and distance education – from innovatory educational products, to managing academic engagement with our Federation Members, through course design and production, to managing academic change projects, to programme administration and supporting our students to succeed in their studies.

Every development is treated as a co-creation, and has a guided process that enables everyone to bring their talents together to develop high quality online learning that is built to last and to work well at scale. The directorate encompasses a group of around 50 online learning professionals – learning designers, multimedia professionals, learning technologists, editors, graphic designers, digital librarians, project managers and student support staff.

Guided by the university's mission to transform peoples' lives through education, the team's work spans:

- development of new ideas, products and partners
- curating and evolving our academic and educational models (from pedagogy to practice)
- innovation, future-gazing and future-making
- design and production of our programmes (from educational design to content production to ed-tech tools and platforms)
- supporting student success on our programmes
- disseminating our work, contributing to the field, scholarship, evidence-informed practice.

Devising, designing, developing and supporting the University of London's online programmes, in collaboration with our world-class academic partners from around the federation, the team also scopes the building of new academic models for online programme delivery, inventing new formats for online education (including short courses, and a stackable model for micro credentials) and experimenting with bleeding edge ideas and technologies in education. The driving force behind this work remains the expansion of opportunity for individuals to improve their lives and society.



Development of new programmes is underpinned not just by the world class research outputs of our federation partners, but also informed by the expertise of various other research units within the University, such as the Careers Group and the Centre for Online and Distance Education (CODE).

These and a growing array of other partners provide the insights that help ensure development is reinforced by the latest research in online learning and teaching, and the value and relevance of our qualifications and their future currency in the global workplace.

CODE research undertaken into innovation in learning and teaching currently encompasses 15 separate projects, including the Digital Educator project which aims to explore the experience and insights of distance learning educators and students with digital technologies. The interest is in current practices, awareness and ideas related to the future potential of digital technologies in enhancing distance education tutoring and learning, ensuring that programmes offered through University of London remain cutting edge.

The work of CODE is profiled in greater detail on **page 38**.

New programmes are being added regularly to the portfolio, including creative and interactive approaches delivered through Coursera to provide immersive learning.

Examples include: BSc Computer Science, with pathways including Machine Learning and AI, Web and Mobile Development and User Experience
london.ac.uk/computer-science

MSc Cyber Security
london.ac.uk/cyber-security

MSc Global Environment and Sustainability
london.ac.uk/environment



JASMINE VAN HOEYLANDT, SOUTH AFRICA, BSC ECONOMICS AND MANAGEMENT

Jasmine Van Hoeylandt completed her BSc in Economics and Management at University of London in 2010. Jasmine is currently a Senior Manager at PwC based in Cape Town, South Africa, where she is focusing on International Development across the continent. She spent over 10 years managing large multi-year private sector development programmes on behalf of international donors such as the UK's Foreign, Commonwealth & Development Office (FCDO) across both Asia and Africa and lived and worked in Nepal, Nigeria, Zimbabwe, Malawi and South Africa. After her BSc at University of London she continued her studies and completed a MSc in Management at the London School of Economics (LSE) which also included a term at HEC Paris.

PROMOTING THE HUMANITIES AND SOCIAL SCIENCES

All progress and innovation benefits from the active promotion of the humanities, whether with the philosophers and artists whose reflections envision and frame the way ahead; the experts in policy and economics who provide pragmatic grounding in reality; or the ethicists and sociologists who ensure a future is fit for people and not just machines.

Culture is a recognised enabler and driver of sustainable development. Whether envisioning or driving change, Humanities and Social Sciences offer a set of concepts, theories and methods for understanding human behaviour, individual and collective, in its full context. By doing this, they are vital to broadening the way SDGs view human behaviour to include the economic, political, cultural and social structures of the world we inhabit. The realm of morality, culture and narrative remains central to the policy making and compelling narratives that underpin change, but more broadly in terms of the skills of critical thinking, problem solving and creativity most commonly taught to students in the fields of the Social Sciences, Humanities and the Arts.

Alongside our particular historic contribution to law, engineering and economics, we have provided educational opportunity to many others who have made their mark on the world. Among the lists of University of London alumni are found many practitioners of the Human Sciences, from writers, poets, actors and dramatists to historians. These include such writers as DH Lawrence, CP Snow, Louise Creighton, Jim Crace, Jack Higgins, HG Wells, Malcolm Bradbury, Chinua Achebe, Ulli Beier and Choor Singh; poets such as Derek Walcott or Wole Soyinka; actors such as Adewale Akinnuoye-Agbaje and historians, theologians and philosophers such as Barbara Thiering, Frances Yates, Asa Briggs, and Kwasi Wiredu.

This heritage and our provision worldwide place us at the forefront of online and distance learning in the humanities and social sciences. Meanwhile our School of Advanced Study plays a vital national and international role in bringing the meaning, importance and experience of being human through scholarly enquiry to bear on intellectual endeavour, global challenges and societal problems.

The Being Human Festival

Celebrating its tenth birthday this year, the Being Human Festival is the UK's national festival of humanities research. Every November, Being Human supports free activities across the country that connect researchers with local communities, sharing their work in engaging and imaginative ways. Led by the School of Advanced Study and supported by Research England, with funding from the AHRC and the British Academy, Being Human has grown since 2014 into a rich and wide-ranging platform for exploring new ways to share humanities research with the public.

The success of the festival has taken public engagement in the humanities beyond borders, inspiring multiple international partnerships, events and expansions that help connect humanities research to the lives, needs and perspectives of communities and publics across the world.

DATO' SHYAMALA ALAGENDRA, MALAYSIA, LLB

Aged just 19, Dato' Shyamala Alagendra obtained her Bachelor of Laws degree with Honours from the University of London in 1995. At the age of 25, Alagendra was sworn in as an International Prosecutor with the Special Panels for Serious Crimes in East Timor. Further to this, she has prosecuted cases before the Special Court for Sierra Leone and at the International Criminal Court. Some of the cases she prosecuted include the cases against Charles Taylor, the former President of Liberia and Omar Al Bashir, the President of Sudan.



**DEREK WALCOTT, ST LUCIA, BA
GRADUATED FROM UNIVERSITY
COLLEGE OF THE WEST INDIES
IN 1953 FOLLOWING STUDIES IN
ENGLISH, FRENCH AND LATIN**

Sir Derek Walcott was a major West Indian poet and dramatist, who won the 1992 Nobel Prize in Literature for his depiction of Caribbean life and culture in the post-colonial era. He received a scholarship to University College of the West Indies and graduated from there in 1953 after studying French, Latin and Spanish. Walcott was born in St Lucia and has lived for most of his life in Trinidad. He has studied the conflict between the heritages of European and West Indian culture, the long journey from slavery to independence, and his own role as a '*nomad between cultures*'.

**CHRISTOPHER WEERAMANTRY,
SRI LANKA, LLB, BA HISTORY**

Christopher Weeramantry achieved two of his three degrees from the University of London as an External student, following up his LLB (1949) and his BA History in (1951) while resident in Colombo. Distinguished for his contributions to international law and scholarship, he was one of the world's leading jurists and author of over 20 books. His career in law saw him called to the bench of the Supreme Court of Ceylon, before becoming a Judge of the ICJ from 1991 to 2000, serving as its VP from 1997 to 2000. He was a prominent exponent on sustainable development issues, in particular around nuclear weapons and sustainable development law. He was the founder and Chairman of the Board of the Weeramantry International Centre for Peace Education and Research.





A NEXUS OF QUALITY EDUCATION AND PARTNERSHIPS FOR THE GOALS

We value and nurture our global networks of institutions and organisations. We are an active member of the Association of Commonwealth Universities, the International Association of Universities and European Universities Association. Through these and many other networks we ensure that we both contribute to and benefit from knowledge and expertise in addressing the SDGs..

We lay emphasis on quality, collaboration and commitment. Our institutional frameworks, policy and programmes are based not only on consistent quality and standards, but also coherence across educational and social values and objectives. Diverse regulatory environments govern our conduct; extensive and complex networks of clients and stakeholders exist in nearly every country; and although far from a massified 'mega university', we support many more students than most single universities could fit in their walls.

Principles of partnership have remained intrinsic to the University of London model throughout our history. As described in the booklet *Quality and Standards Worldwide* (bit.ly/quality-and-standards), practically all distance education outputs result from our managed collaborations with academic partners within the federation, and beyond, to develop and bring to students programmes that bring individual and societal advancement.

The motivations of our federal partners to work with UoL reflect a commitment to social

responsibility through expansion of educational opportunity and access to wider audiences; and the established systems that provide a platform of genuine global reach, sustained at scale.

Meanwhile, wider collaborations redefine our learner experience, ensure the security of assessment, or establish the accreditations carried by graduates.

Central to the UoL strategy is "a form of educational diplomacy", that emphasises a "model of education and research ... driven by a belief in the ability of collaborative endeavour to improve political, social, cultural and economic life, locally, nationally and globally". It envisions the University's fundamental mission being "to connect worlds" by providing the "global intellectual infrastructure that enables innovative practice and thinking designed to provide transformative educational and research opportunities", leveraging the UoL's "adaptive structures", our "pioneering work in distance education and access", and our "century-long commitment to applied lifelong learning and civic responsibility".

Our diverse portfolio of programmes range from Sustainable Development to Global Energy and Climate Policy, Global Security, Humanitarian Action, or Muslim Minorities, a growing postgraduate portfolio addressing ongoing societal needs for a wide range of administrative and professional core competencies.

Our network of Recognised Teaching Centres, operated for decades under a rigorous framework of quality enhancement, constitute the most dynamic of these ecosystems, and it is such local actors who are responsible for much of the UoL's global footprint, and indeed UoL's

**SINGAPORE INSTITUTE OF
MANAGEMENT:
UOL PARTNER SINCE 1986**

The relationship with the University of London is *"a satisfying and rewarding partnership, which is growing stronger."* It is seen as having presented diverse learning opportunities and alternative upgrading pathways for many individuals to fulfil their aspirations; prepared students to be informed and active contributors in societal development; helped to broaden the range and quality of courses available; and contributed to meeting national skills needs.



**HONG KONG UNIVERSITY
SCHOOL OF PROFESSIONAL AND
CONTINUING EDUCATION:
UOL PARTNER SINCE 1964**

"The relationship with the University of London has enabled a through train of educational progress to be offered to a wide variety of students as well as interaction between our academic staff and University of London Federation members... University of London provision has enabled thousands of students to achieve degrees and to embark on professional careers where they may otherwise have missed out. With the evolution of the Hong Kong economy from manufacturing to services, the value added in terms of human capital has been enormous."



continued ability to operate a diversity of academically motivated programmes for the common good. It is such centres that form a central plank to our development of global citizenship, the formation of sustainable learning communities and the provision of local context.

More recently the University has established a relationship with the African Research Universities Alliance, a coalition of 16 institutions committed to enhancing their collective research and impact in support of pan-African development priorities. Discussions with ARUA are focussing on equitable partnerships enabling co-creation of programmes with ARUA partners at masters and doctoral levels, and supporting the research pipeline and infrastructure in ARUA Centres of Excellence in designated priority areas that address one or more of the SDGs.

As the University works to contribute towards complex global challenges with openness, relevance and sustainability, this will continue to require sustained collaboration, co-creation and commitment.

The UK aid watchdog has previously concluded that key drivers for achieving real impact include these essential elements: "investment in long-term impact rather than short-term results, setting realistic and context relevant goals, ensuring quality engagement with intended beneficiaries, building sustainable community structures that are integrated with wider governance systems, and influencing others." (Independent Commission for Aid Impact Review of Impact 2015). The University of London constantly strives to fulfil these conditions – and throughout our history has enabled countless graduates to contribute to the betterment of humanity and its environment.



We are delighted to announce that the University of London is now one of our university partners. This decision was made due to the University's commendable efforts to increase access to postgraduate education and reduce educational disparities for under-represented students.

Through our collaboration with the University of London, we hope for initiatives that foster inclusivity and enhance opportunities for postgraduate taught level education among British Muslim communities.

Mr Asif Aziz (Founder and Chair, Aziz Foundation, with which UoL established a scholarship programme aimed at British Muslim communities)



The Banister Fletcher Global Fellowship

As patterns of labour and mobility change, and the imperatives of climate action and disease control increasingly shape urban policy and infrastructure, how are cities adapting, transforming, failing, and thriving?

The Banister Fletcher Global Fellowship in Urban Studies was established by the University across its two bases in London and Paris to examine such questions and build interdisciplinary research to reflect and inform the ways urban environments are responding to deepening inequalities, environmental crisis and rising nationalism.

Piloted by the University's Institute in Paris, drawing on the support of the London Research and Policy Partnership (LRaPP) and the Institute of Historical Research as well as the University's leading centres of research and learning in urban history, culture, design and theory, including the Bartlett School of Architecture (UCL), Queen Mary University of London (QMUL) and Goldsmiths, University of London, it seeks to foster new attention to urban dynamics of welfare, well-being, and solidarity and help shape new understandings of how public works, private investment, and civil-society action can pull together.

To read more about the Fellowship visit: bit.ly/banister-fletcher

THE LONDON RESEARCH AND POLICY PARTNERSHIP (LRaPP)

LRaPP is a ground-breaking partnership between urban researchers and policymakers.

London is a great city with great challenges – many of them exacerbated by the coronavirus pandemic. At the same time, London is one of the world's leading research and higher education capitals, with over 40 universities and thousands of university researchers.

LRaPP is delivering significant benefits from London's universities and London government working more closely together. London's policymakers are gaining from being able to draw on the experience, expertise and guidance of academic researchers, while researchers are benefitting from a closer understanding of policy priorities and the chance to test and evaluate interventions and influence policy development. Closer working is also helping to unlock research and innovation funding from national academic funding bodies and other sources and support the development of innovations and expertise with commercial potential.

Learnings from LRaPP will be exchanged with urban researchers and municipal governments elsewhere.

A black and white photograph of two young women in a library. The woman on the left is seen in profile, gesturing with her hand while speaking. The woman on the right is facing her, smiling and listening. They are both wearing casual clothing. The background shows bookshelves filled with books.

PARTNERSHIPS FOR THE GOALS

BUILDING RESILIENCE, ACCESS AND GLOBAL CITIZENS THROUGH PARTNERSHIP AND ENGAGEMENT

Our programmes were originally designed for independent autonomous study via distance learning, but it has long been the case that most of our undergraduate students tend to seek a conventional learning experience where it is available.

The majority of undergraduates study for a UoL degree over three to four year via taught attendance at one of our network of Recognised Teaching Centres.

These centres are subject to a continuous and rigorous regime of inspection and monitoring against specific quality criteria produced by the University and its Federation Members. They also play a vital role not just in mediating the learning experience with UoL, but enhancing and layering that experience with context, which our assessment allows extensive opportunity to reference.

The University does not engage in franchising or validation, and does not offer joint or dual degrees in its transnational provision. However, our unique teaching centres model also goes far beyond standard definitions of distance learning, and remains a popular platform for educational benchmarking, collaboration and development across the world to this day. We have offered many centres a meaningful and sustainable pathway to a formal connection with the University. This work exemplifies UoL's unique function to support and build capacity, sitting hand in hand with, and enriching, rather than replacing, local provision.

Whether private or state-funded, the involvement of Recognised Teaching Centres globally is not only central to local perceptions of the UoL award; they crucially add value in the local delivery of skills training, careers advice and opportunities, pastoral care or in the provision of remedial English courses. Importantly, they provide local perspectival knowledge and an international and comparative dimension to study. As global events continue to underline the need for global cooperation in research and innovation to enhance scientific capacities and sustain the global commons, the duality of Recognised Teaching Centre-based study has been noted by the Quality Assurance Agency to "raise awareness of shared global concerns and therefore promote global citizenship". Meanwhile the UoL's mesh of programmes and partners globally enables learners to bridge boundaries of culture and language, but also the digital divides around technology or infrastructure that inhibit wholesale access to education online.

The University and its Federation Members invest considerable academic and administrative resource in supporting the network of Recognised Teaching Centres, and in access and capacity building worldwide.

Our engagement has:

- Promoted the value, standards and quality of a UK HE qualification.
- Provided access to thousands of students who would not normally satisfy entrance requirements.
- Fed international mobility, with many graduates saving money on their undergraduate study towards subsequent further study overseas, either at postgraduate level or professionally. Various scholarships have also been conferred for study at a UoL Federation Member.
- Afforded an opportunity to centres wishing benchmark and develop their provision on their way to achieving full university status of their own.
- Provided a platform for effective local regulatory engagement around TNE with local stakeholders.



THE ECOCIDE PROJECT (EP) OF THE HUMAN RIGHTS CONSORTIUM, SCHOOL OF ADVANCED STUDY, UNIVERSITY OF LONDON

EP is a unique academic forum that provides a national focal point for leading, facilitating and promoting research into the problem of ecocide, its human rights implications and the drive by our partners at the Stop Ecocide Foundation and UCLA School of Law – to make Ecocide the 5th Crime Against Peace. (ecocidelaw.com)

Seeking to integrate the shared interests of scholars, practitioners and activists in the environmental and human rights fields, and enhance relevant policy impact at the national and international level, the Project hosts conferences, workshops, seminars, short courses and other events to promote and facilitate research on the problem of ecocide and the potential solutions. It leads and manages policy impact research and training projects, and carries out consultancy work on ecocide law development.

Multidirectional impacts have been afforded through these partnerships, supporting multiple SDGs. In terms of educational impact, the University's engagement with centres is mostly focused academically – for instance to ensure centres adopt appropriate pedagogical approaches; are aware of the minimum achievements students must demonstrate; can tailor their own learning support accordingly; and to identify, support and share best practice. In support of these goals, UoL operates programmes of visits to centres, learning and teaching workshops and conferences, alongside multiple other development initiatives including models for tutor accreditation.

Research on the impact of our engagement with Recognised Teaching Centres has identified five main outcomes:

- Improved rates of student progression and retention.
- Enhanced student support and wellbeing in the context of online and distance learning, fostering student engagement and community-building.
- Benefits to the local education economy through extensive networks and partnerships to support student learning, distribution and assessment; enabling study whilst still in work and without the need to travel, and mitigating brain drain. Opportunities for local partnership have long been intrinsic to our model and global footprint, and these are maintained through our networks for Recognised Teaching or Examination Centres, which continue to support income, development and growth to local education economies in many parts of the developing world.



HG WELLS, UK, BSC ZOOLOGY AND BSC GEOLOGY

Science fiction author and socialist HG Wells (1866–1946) was the son of domestic servants who had become unsuccessful shopkeepers in Bromley, Kent. After various jobs he became a pupil-teacher in a grammar school and began studying for the London degree in 1884, when he won a scholarship to train as a science teacher at the Normal (later Royal) School of Science in Kensington. He later wrote of London as ‘difficult, but a possible and encouraging way from down under below there, to a position as a teacher, as journalist, or what not, to a breathing space wherein a young man of this type may find his possibilities’.

- Staff development; developing institutional capability for high-quality online and distance learning. The University of London Postgraduate Certificate in Teaching and Learning in Higher Education is attracting growing numbers of participants, with a positive impact on participants’ educational thinking and practice being demonstrated by the research.
- Through our work with regulators, an improved perception of the status of online and distance learning as a platform for blended delivery, collaboration and capacity building.

While the University’s wider work and employment-focussed outcomes support quality education and productive employment, multiple case studies relating to alumni who attended these centres reveal a wider story of our educational impact, as they contribute to longer-term societal development within their local and national contexts. Such case studies include leading experts in renewable energy, climate change development and finance, cleantech and green energy, industry innovation, crypto, blockchain and design thinking. Still others work

at the International Monetary Fund, strengthening capacity of domestic financial institutions, or provide outputs in areas such as sustainable development, refugee protection, labour rights protection, dispute resolution, and international relations.

For more general information, our publication *Becoming a Recognised Teaching Centre* (bit.ly/becoming-a-rtc) provides a current overview and case studies of the UoL approach to working with Recognised Teaching Centres, our revised Teaching Centres Recognition Framework (TCRF) and related criteria for recognition. As explained in greater detail there, in its latest revised and enhanced iteration the TCRF provides a more streamlined and understandable core framework covering a diversity of approaches, whereby a growing number of top universities are now supporting UoL degrees in parallel with their own qualifications.

BUILDING CAPACITY IN DISTANCE EDUCATION

Our work in many countries around the world has fostered generations of cooperation with local authorities and continues to yield strong relationships throughout the sectors of education, law and business.

Our academic collaborative profile continues to be enhanced by the resource developed within the University's Centre for Online and Distance Education (CODE). Global engagement remains at the heart of the University's strategy, and CODE forges new links and dialogues to provide the foundations for future growth and diversity through work to enhance engagement with governments and regulators globally.

CODE numbers 44 Fellows drawn from across the University of London Federation Members, and from thought leaders in the area of distance and open education in the UK and internationally. The Fellows span myriad roles including teachers, course leaders, senior managers, researchers, educational technologists, learning designers and policy advisors. They provide expert resource to support a community of practice, promote collaboration and knowledge-sharing, and provide a focus for the development of high quality teaching and research in open and distance learning.

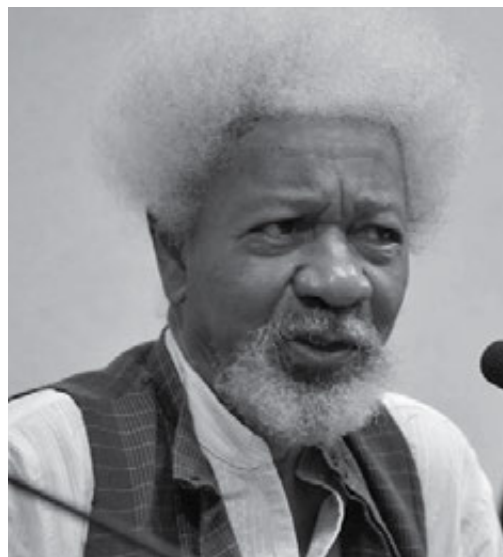
A noteworthy example has been CODE's collaboration with Nigeria's National Universities Commission (NUC) on capacity-building workshops and policy symposia on distance education which have been running since 2017. These have been successful in rebuilding trust in quality-assured distance provision, and in particular in the University of London's model. Comments of NUC workshop participants demonstrate the impact of this partnership, reflecting its value in enabling them to "draw on the University's experience of delivering distance and flexible learning for more than 160 years" and noting "its track record of innovation and ensuring curricula are current in meeting the demands of educationalists, students and employers alike". This would "enable [the NUC] to push the distance and flexible agenda forward in Nigeria" and remains "a good way ... to scale up higher education provision to meet the demands of [Nigeria's] growing economy while maintaining the focus on quality and outcomes". Recently the NUC formally acknowledged "the immeasurable impact the partnership with the University of London has made on distance education in Nigeria."



UoL and colleagues from NUC and Nigerian higher education continue to look to distance learning in meeting demand for high quality higher education, and CODE is now establishing engagement around the world with stakeholders to identify and explore areas for development. In this way the work of CODE furthers our collaboration with practitioners and policymakers, yielding improved understandings of overseas educational policies and trends, and identification of development opportunities of mutual benefit. Activity includes:

- Extensive resources made available to assist institutions in dealing with the rapid pivot to online provision amidst the unprecedented exigencies of the coronavirus (Covid-19) pandemic.
- Work on teacher training – supporting tutors and ‘training trainers’ in the development and delivery of distance learning content or evaluating the impact of the UoL’s PG Cert Learning and Teaching in Higher Education on teaching practice within its RTC network.
- Digital Educator project, which sets out to identify significant developments in Educational Technology which can influence the HE Distance Learning Sector in the short to mid-term.
- Training and research exchange programme with the Open University of China to support the development of distance education in China.
- The digital divide has been the subject of various CODE projects and resources, whether designing models for mixed mode teacher development for teacher educators in deprived areas and effective ‘low-tech’ delivery, or on the issue of technology driving education vs education driving technology in South Africa.

Other projects address issues around student onboarding, progression, motivation and integrating information literacy and other skills, as well as the impact of UoL’s own assessment reforms. A full list of current and previous CODE projects is available at london.ac.uk/code



WOLE SOYINKA, NIGERIA

One of Africa's most outstanding and enduring literary icons, Wole Soyinka studied Latin and Greek at University College Ibadan before going on to study in the UK, where he wrote his first plays. During civil war in Nigeria he wrote an article appealing for a cease-fire, for which he was arrested and held as a political prisoner for nearly two years until 1969. Soyinka published over 20 works encompassing drama, novels, essays and poetry and has also taught as visiting professor at Cambridge, Oxford, Harvard and Yale. He was awarded the Nobel Prize in Literature 1986.

"Books and all forms of writing are terror to those who wish to suppress the truth."

CASE STUDY: REFUGEE PROTECTION AND FORCED MIGRATION STUDIES: PARTNERING FOR IMPACT WITH THE UN AND COMMONWEALTH

The University of London has a long history of engagement with national and multinational agencies in the field of refugee policy and practice. Its Refugee Law Initiative (RFI) is the only academic centre in the UK to concentrate specifically on international refugee law.

As a national focal point for leading and promoting research in this field, the RFI works to integrate the shared interests of refugee law scholars and practitioners, stimulate collaboration between academics and non-academics, and achieve policy impact at the national and international levels.

In response to need identified through the RFI, and to help address urgent UN priorities, in 2016 the University launched a new online MA in Refugee Protection and Forced Migration Studies. Since then, it has become one of the largest programmes on forced migration anywhere in the world. With students across the globe, the programme provides a legal, practical and theoretical understanding of refugee protection and forced migration.

The programme enables students to become more independent in managing and critiquing law, policy and practice, and in gathering, organising and deploying evidence to form balanced judgements and develop policy recommendations.

Graduates pursue careers in a range of professional contexts in the refugee, human rights or humanitarian fields; and employers include international agencies, such as the United Nations High Commission for Refugees (UNHCR), the International Committee of the Red Cross (ICRC) and the International Organization for Migration (IOM), governmental bodies and non-governmental organisations.

Recently the University established a partnership with the UNHCR to provide bursaries for Commission employees around the world. The University's collaboration with the UNHCR extends also to representation on the Commission's panel of specialist advisors; and the University has developed a MOOC on Internal Displacement, Conflict and Protection to support the UN's heightened focus on the growing global challenge of internal displacement. The programme also attracts talented scholars funded by the Commonwealth Scholarships Commission.



JOSEPH HOTUNG, HONG KONG, LLB

Joseph Hotung obtained an LLB from the University of London before entering a career in real estate and investment and as director of many leading companies. He became a major patron of the arts and philanthropist, whose interests were not confined to the arts and reflected his special passion for sustainable development with conspicuous funding to education, human rights, healthcare and conservation. A founding member of the University of Hong Kong Business School, he funded a postdoctoral research programme at Columbia University in New York, and a programme for Law, Human Rights, and Peace Building in the Middle East at SOAS University of London, research into molecular immunology and HIV/AIDS at St George's University Hospital in London, and macular degeneration at Moorfields Eye Hospital in London. He was an active supporter of Fauna and Flora International, an international conservation charity, in its programme of forestry regeneration and related ecological issues.



The University equipped me with the essential knowledge to work with government, policymakers and the international community. It taught me to negotiate and argue my proposition with 'so what' in mind.

Rima Jreich, Italy,
MA Global Diplomacy



IAKHEIIDIN MIRZASHEV, KYRGYZSTAN, MA REFUGEE PROTECTION AND FORCED MIGRATION STUDIES

Iakheiidin Mirzashev has worked for the Danish Refugee Council across diverse contexts including South Sudan and in Bangladesh, working with Rohingya refugees from neighbouring Myanmar.

"I learned great skills in refugee, human rights and humanitarian law. I now know about statelessness and asylum, about Geneva conventions, child rights, women rights, about regional conventions and how UN works in terms of human rights. I became a humanitarian professional with knowledge of important legal components. I use the above skills in training sessions during my work and I've shared those with my colleagues."

Following Russia's invasion of Ukraine in February 2022 and the subsequent renewed global focus on forced displacement, we redoubled our efforts to diversify and augment our scholarships offer for refugee and displaced students. Since March 2022, in collaboration with Federation Members and Coursera, we have set up 35 new full-fee awards for undergraduate and postgraduate study:

- LLB (five scholarships)
- BSc Computer Science and MSc Data Science (five scholarships)
- BSc Business Administration, BSc Marketing, MSc Project Management, MSc Cyber Security (six scholarships)
- MSc Accounting and Financial Management (two scholarships)
- MSc Professional Accountancy scholarships (three scholarships)
- LLM (10 scholarships)
- Global MBA (two scholarships)
- MA Global Diplomacy (one scholarship)
- MA Human Rights (one scholarship)

To date, awards have been made to refugee and displaced students from Ukraine, Myanmar, Afghanistan, Iran, Somalia, Burundi, DR Congo, Albania, Cameroon, Zimbabwe and Jamaica. All are individuals that have fled their country of origin and are now in countries that include Malaysia, Canada, Lebanon, Turkey, Germany, Finland and the UK. Others have been displaced within their own country, for example in Ukraine and Pakistan.



SYLVESTER CHAPOTERA, MALAWI, MA REFUGEE PROTECTION AND FORCED MIGRATION STUDIES

While studying for his MA, Sylvester undertook field work with the UN Refugee Agency (UNHCR) in Malawi. A year before graduating, he was promoted to the role of Reporting Officer with the Africa Bureau at UNHCR headquarters in Geneva. He has now taken on a new role at the UNHCR Representation office to the AU and UNECA, supporting the UNHCR's corporate reporting obligations, which encompass the whole of Africa.

“The course content is particularly designed to deliver a sound interdisciplinary understanding of the field of forced migration studies and its fundamental debates. This is key to effectively and efficiently securing refugee protection and forced migration solutions in today's world. ... It is, at its best, the finest academic response to the challenge posed by the evolving nature and scope of forced displacement, which has not only grown in scale and scope but also in terms of complexity. The fact that the MA programme is multidisciplinary, and offers ‘Securing Refugee Protection in Practice’ as one of its elective modules, makes it particularly unique.”

BUILDING ON DECADES OF QUALITY EDUCATION, IN PARTNERSHIP TOWARDS SUSTAINABLE FUTURES FOR ALL



Just as the first Human Development Report began, people remain “the real wealth of nations”, and the availability, distribution and performance of a flourishing workforce is vital to the achievement of all of the SDGs.

Providing the valuable opportunity to study for world class qualifications universally, to those who would not otherwise enjoy the option, UoL's history has been dedicated to access, resilience and, through equality of opportunity, justice for all.

Our provision has enabled countless thousands of students to graduate with awards developed in partnership with some of the finest universities in London and the world, and our commitment to diversity, inclusion, access and excellence in education is undiminished. The accessibility of our programmes, in terms of both cost and flexibility, continues to provide an important platform of opportunity in developing countries, for the alleviation of inequalities more widely, in a world undergoing rapid and far-reaching change.

Amidst change, some needs remain constant – for example the importance of learning to think critically and solve problems, adopting an inquiry-driven, experiential and learner-centred pedagogy, creating a stimulating learning environment and emphasising conceptual understanding in lieu of learning by rote or merely for examinations. These principles, among others, are hallmarks of a University of London education and underlie both our worldwide renown and the pre-eminence of our Federation Members in global higher education rankings.

Our modern footprint encompasses learners in over 190 countries, and with programmes ranging from Epidemiology, Economics, Business, Global Health Policy and Law to Climate Change and Sustainable Development to Agribusiness for Development and Public Policy and Management, our graduates' contributions go far beyond the two goals in focus here, on Quality Education and Partnership for the Goals.

However as noted in the introduction, our goal is not to boast of famous historic alumni, or proclaim past achievements, because for more than a century we provided the only pathway, anywhere, to obtain a degree without attending university. This history is one of unparalleled privilege and serendipity, and it serves here only to frame our credentials in education and access as a basis for further development and enhancement. 'The past is another country' and the collaborative, cooperative, localised values of global transnational partnerships in the 21st century continue to present fresh needs, contexts and opportunities to develop quality education opportunities for greater local impact and a sustainable future.

Over 160 years of successful delivery mean we are no strangers to evolution, and further change is needed if we are to better serve sustainable development and human rights. Our strategy commits us to new programmes and new forms of co-creation with partners, ensuring that our curricula are decolonised and made accessible and relevant to wider audiences. We will continue to establish effective and mutually beneficial partnerships to this end.

Indeed, equitable access and resilience in the modern age can only be built in partnership and informed by specific local needs. Engagement with wider stakeholders in global higher education is therefore vital to effective development of new mutually beneficial approaches to better meet the growing array of global challenges, as we continue, and find ways to accelerate, our progress towards the UN's Sustainable Development Goals.

NOAH SSEMPIJJA, UGANDA, MA REFUGEE PROTECTION AND FORCED MIGRATION STUDIES

Noah heads Opportunity International UK's Refugee Financial Inclusion Programme which enables refugees in Uganda to access financial products, training and services as well as business advisory support. To date, this programme has benefited over 20,000 refugees and host community members around the refugee settlements. Noah manages the programme's key partnerships with the Office of the Prime Minister, UNHCR, donors and other refugee implementing partners.

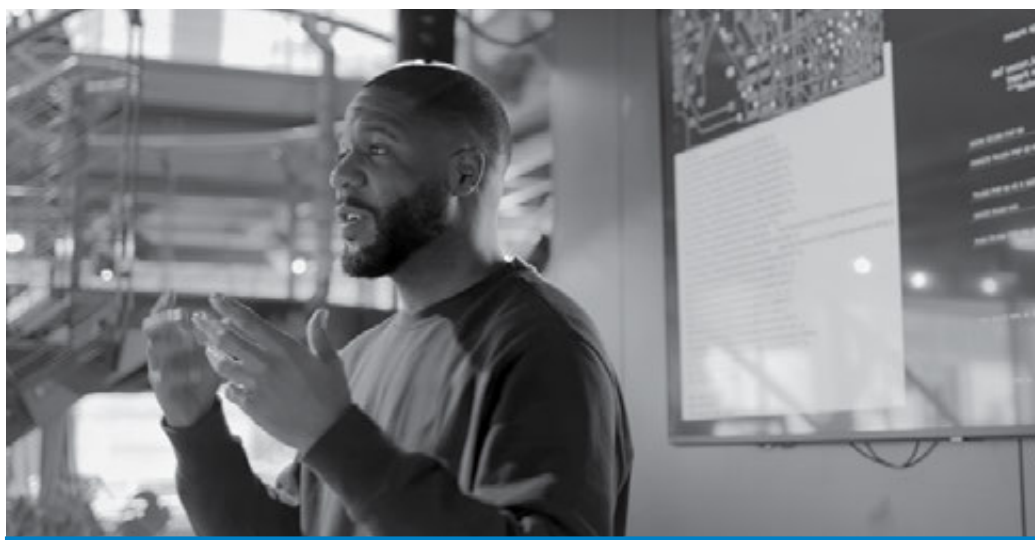
Noah also runs Youth Initiative for Community Empowerment (YICE), a social enterprise that he founded in rural Uganda. His team of 20 trains farmers to adopt regenerative farming practices that enable them to produce food in small spaces in a sustainable and eco-friendly way, throughout the year, using a mobile drip irrigation kit that Noah invented. YICE carries out community-based activities including permaculture training and regenerative farming, water harvesting, irrigation, organic fertilizers and mobilizing beneficiaries into savings groups. Since 2016, they have directly benefited over 3,200 households. His work has been recognized by the Ashden Awards, UNDP Uganda Climate Champion Award, and published in local and international media.



**DR LUISA DIAS DIOGO, MOZAMBIQUE.
MSC FINANCIAL ECONOMICS**

Dr Luisa Dias Diogo, Prime Minister of Mozambique from 2004 to 2010, obtained a masters degree in financial economics with the University of London in 1992 while working in the Mozambique Finance Ministry. Dr Diogo was one of a group of 24 students from Mozambique that subsequently occupied high office, and

who received subsequent acclaim for their efforts in bringing the country into the modern world economy. Diogo then went to work for the World Bank, serving as programme officer in Mozambique from 1993-1994. She has worked on multiple areas of development, notably around poverty, growth, reproductive and sexual health, gender equality and climate change. She became Mozambique's first female Prime Minister in 2004, remaining in post until 2010, the same year that the then UN Secretary-General Ban Ki-moon appointed Diogo to the High-Level Panel on Global Sustainability. Membership of the High-Level Panel on the Future of the Development Assistance Committee followed in 2016. Diogo has championed gender equality and women empowerment during her career, having worked with organisations such as the Network of Women Ministers and Parliamentarians. She sits on the Council of Women World Leaders to promote political participation of women. *"It is no country's destiny to be poor."*







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