



Research partnerships and collaborations helping to address the sustainable development goals

Below is an example demonstrating our response to Target 4.5:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

In England, around 15% of pupils are identified as having special educational needs (SEN) with most attending mainstream primary and secondary schools. Accommodating these diverse needs in the classroom can prove challenging for class teachers. Between 2018 and 2019, the UK Government spent £9.4 billion on SEN support which highlights a need for new approaches to better resource professionals and support SEN pupils. The Lesson Study (LS) approach for SEN, developed by Professor Brahm Norwich, offers a collaborative and reflective problem-solving teaching approach which is now widely understood and utilised by SEN training providers coordinators and teachers throughout the UK. Professor Norwich's research has therefore directly influenced the delivery of curriculum in schools and has had an impact on 1. Improving the professional development of SENCOs and class teachers with European recognition as an inclusive teacher education model, 2. Enhanced inter-professional collaboration and 3. Improved teaching and assessment of pupils with SEN

Inequality and low social mobility continue to be major national challenges in the UK, entrenched from birth to work, due to failures in education and employment policies. The University of Exeter's Centre for Social Mobility is the UK's first centre dedicated to improving social mobility through evidence-informed practice and policy, collaboratively developed with professionals, practitioners and other stakeholders. Its goal is to help disadvantaged young people to access higher education and succeed at university and in adult life. The centre has demonstrated impact, through research co-created with key stakeholders, across a number of important areas, to improve social mobility. It has: 1) Informed professional guidelines and best practice in how university evaluation of outreach is undertaken; 2) Changed institutional widening participation policies and practices in Higher Education to improve educational outcomes for disadvantaged students; 3) Informed guidance and advice on the use of contextualised admissions to support access to Higher Education