

12-Week SDG Project Plan

TOPIC: Inclusive Education

SDG 04: Inclusive, Equitable, and Quality Education | SDG 10: Reducing Inequalities

Project Duration: 12 Weeks

Conducted by: Counselor/Activity Coordinator with Students

School: Navrachana Higher Secondary School, Sama

Project Aim:

The project was designed to develop responsible environmental habits among students by helping them understand the importance of **inclusive, equitable, and quality education**. Through hands-on activities, discussions, creative work and awareness campaigns, students were encouraged to become responsible citizens and inclusivity ambassadors.

Week	Theme	Plan of action	Learning Outcomes
Week 1	Project Launch- Introduction to SDGs 4 & 10	Introduce SDG 4 and SDG 10 with a focus on quality, equitable and inclusive education, with discussion on diversity, equality, individual differences, accessibility and the importance of ensuring that every learner feels valued and supported. Form student committees for awareness, and peer support, get their ideas.	Students understood SDG 4 and SDG 10 and connected the concepts of inclusion, equality and fairness with everyday school life.
Week 2	Needs Assessment- Understanding Diversity	Conduct teacher surveys to understand existing practices, barriers to participation and diverse learning needs. Review how classrooms and school spaces currently support inclusion. Identify	Students recognised and appreciated individual differences and understood that diversity enriches the learning environment.

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		areas requiring greater support or improvement.	
Week 3	Research & Sensitization Planning- Equality vs. Equity	Students research any one dimension of inclusion such as learning disabilities, neurodiversity, gender sensitivity, socio-economic differences, physical accessibility, emotional well-being and equality.	Students developed an understanding of equality and equity and recognised the importance of providing appropriate support to ensure fair opportunities.
Week 4	Awareness Campaign Design	Develop age appropriate and creative communication materials around acceptance, empathy, equality, respect and belonging. Form inclusive language guidelines.	Students developed greater awareness of disability, accessibility and the importance of removing physical, social and learning barriers.
Week 5	Sensitization Drive – Phase 1- Inclusive Classroom Practices	Conduct classroom sessions and assemblies using stories, discussions, activities and role plays to help students understand different abilities, backgrounds, learning needs and perspectives.	Students understood that learners may require different forms of support and that inclusive practices help everyone participate and learn effectively.
Week 6	Teacher & Student Workshop- Challenging Stereotypes & Bias	Conduct workshops for teachers on creating accessible classroom environments, adapting learning materials, differentiated instruction and responding to diverse learning needs. Introduce students to peer-support	Teachers and students identified stereotypes and biases and developed more respectful and open-minded attitudes towards others.

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		strategies, collaborative learning and ways of including classmates in group activities.	
Week 7	Accessibility Audit & Improvements	Students conduct an accessibility audit of classrooms and common school spaces, looking at physical access, seating, movement, classroom arrangements, learning resources and participation. Identify barriers and suggest practical improvement plan.	Students strengthened empathy, respectful communication and their ability to make peers feel valued and included.
Week 8	Peer Support Programme- Collaborative participation	Encourage buddy systems, mixed-group activities and peer assistance while ensuring that support promotes independence rather than dependence.	Students recognised the importance of participation and developed confidence in expressing themselves while respecting diverse perspectives.
Week 9	Inclusive Language & Communication	Implement classroom strategies such as flexible assignments, group work, varied ways of demonstrating learning, multi-sensory approaches and accessible learning materials . Teachers document strategies that help students with different learning needs participate more effectively.	Students developed awareness of the impact of language and practised communication that promotes dignity, respect and inclusion.

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Week 10	Creating an Inclusive School	Engage parents through awareness sessions around inclusive education. Invite relevant professionals to strengthen understanding and collaboration.	Students receive collaboration and leadership skills while recognising their role in creating an equitable school and home environment.
Week 11	Evaluation	Conduct reflections to assess changes in awareness, attitudes, participation and inclusive practices .	Students developed leadership, communication and collaboration skills and encouraged peers to adopt inclusive behaviours.
Week 12	Presentation & Handover	Present the project's key findings, activities, student experiences, success stories and recommendations and compile documentation and identify practices that can continue beyond the project period.	Students demonstrated greater awareness of diversity and inequality and committed to creating a respectful, equitable and inclusive learning environment.

Learning Outcomes for Students

By the end of the 12-week project, students were able to:

Learning Outcomes – 12-Week SDG 4 & 10 Project

By the end of the project, students and teachers were able to:

- Understand the principles of quality, equitable and inclusive education.
- Recognise and appreciate diversity in abilities, backgrounds, identities and learning needs.
- Differentiate between equality and equity and understand the importance of fair opportunities.
- Identify barriers to participation and learning, including those related to disability and accessibility.
- Challenge stereotypes, biases and discriminatory attitudes.

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- **Demonstrate empathy, respect and inclusive behaviour towards peers.**
- **Use respectful and inclusive language in everyday interactions.**
- **Value every individual's voice, participation and contribution.**
- **Collaborate with peers to promote an inclusive and supportive school environment.**
- **Apply inclusive practices in classroom and school settings.**
- **Develop leadership and advocacy skills through peer-led awareness activities.**
- **Commit to reducing inequalities and fostering a culture of belonging, dignity and inclusion.**

Benefits to Students

The project provided students with learning that went beyond the classroom. It helped them:

Appreciate Diversity: Students developed greater awareness and appreciation of differences in abilities, backgrounds, learning needs and experiences.

Understand Equity: They learned that fairness does not always mean treating everyone the same and recognised the importance of providing support according to individual needs.

Practise Inclusion: Students explored ways to ensure that everyone feels welcomed, valued and able to participate.

Develop Empathy: Activities encouraged students to understand different perspectives, experiences and challenges faced by others.

Challenge Stereotypes: Students became more aware of stereotypes, biases and discriminatory behaviours and learnt to question them.

Strengthen Communication: Discussions and peer activities encouraged students to express themselves respectfully and listen to diverse viewpoints.

Build Collaboration: Group activities promoted cooperation, shared responsibility and positive peer relationships.

Develop Critical Thinking: Students identified barriers to inclusion and explored practical ways to make their classroom and school more equitable.

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Encourage Leadership: Student-led awareness activities empowered students to advocate for respectful and inclusive practices.

Foster Belonging: The project strengthened students' sense of belonging and encouraged them to contribute towards a safe, equitable and inclusive school community.

Overall Impact

The 12-week project created a meaningful space for students to understand, experience and practise inclusion inside and beyond the boundaries of the classroom. Through discussions, collaborative activities and reflection, students were encouraged to recognise individual differences, question biases and consider how their actions influence others' sense of belonging. The project supported the development of empathy, perspective-taking, social awareness and a stronger sense of responsibility, helping students recognise that equitable and inclusive education is a shared responsibility. Overall, it contributed towards nurturing a school culture where every learner is valued, respected and given meaningful opportunities to participate and thrive.