

### Activity 3: Making a strategic plan to promote inclusion

Now you will make a plan using this same example of 'female students from the economically weaker section of a minority community with poor access to education and awareness as well as being the object of prejudice', or the alternative group that you have identified for your school.

- Assign roles to teachers in identifying the students from different classes. Discuss what data is to be collected for purposes of planning. Also define how it is to be collected (for example, by interaction, observation, from parents or others), and how it is to be recorded.
- Study the data that you and your staff have gathered, and identify your collective vision of how the female students' learning outcomes will be different over the next term and year.
- Develop a strategy to work with these students not as a homogenous group but on an individual basis, involving their parents and your staff towards this goal. Are there others who might help advise you on this?
- Identify the barriers to reaching your goal in terms of the skills, attitudes and the motivation of the female students, parents and the staff.
- Identify how to build the skills, attitudes and motivation that are needed (for example, training or coaching), and negotiate any resources that might be needed.
- Agree to a schedule to monitor progress and evaluate outcomes at the end.
- Schedule periodic meetings with those involved to discuss progress, provide feedback and review the adopted strategy.

This is not an activity that you can do alone. It needs to involve others on your team to ensure a whole-school approach. You may also consider getting the target students involved, or a student council, if you have such a body. You may also draw on the advice or expertise of a community group that understands issues relating to this specific group, thereby getting the community involved.