

# Institutional Readiness for Scaling Student-Led Gender Equality and Social Inclusion Initiatives: A Study of LIKE Clubs in Eight Schools in Cox's Bazar, Bangladesh



Promoting Gender Equality and Social Inclusion in Schools  
Building on What Children Value and Aspire to Do and Be



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To them all we are grateful.

**Md Nazmul Hossain**  
Research Associate

## List of Abbreviations

<b>GESI</b>	: Gender Equality and Social Inclusion
<b>GPE</b>	: Global Partnership for Education
<b>IDRC</b>	: International Development Research Centre
<b>KIX</b>	: Knowledge and Innovation Exchange
<b>LIKE</b>	: Learning Innovation and Knowledge Exchange
<b>M&amp;E</b>	: Monitoring and Evaluation
<b>SDGs</b>	: Sustainable Development Goals
<b>SIP</b>	: School Improvement Plan
<b>UNCRC</b>	: United Nations Convention on the Rights of the Child

## Executive Summary

This study assessed the institutional readiness of eight selected community schools in Cox's Bazar district, Bangladesh, to establish, operate, and scale the Learning, Innovation, and Knowledge Exchange (LIKE) Club, a student-led initiative designed to promote Gender Equality and Social Inclusion (GESI), child participation, and holistic child well-being. The LIKE Club seeks to create a safe, respectful, and inclusive school environment where students of all genders, backgrounds, and abilities can express their aspirations, reflect on their lived experiences, and lead change initiatives grounded in 16 child well-being indicators (children's valued capabilities).

The study also examined the roles of Headteachers and GESI Focal Persons in institutionalizing the club and identified opportunities and challenges that influence its sustainability. Although Bangladesh has a supportive policy environment that promotes inclusive education and child participation aligned with commitments under the United Nations Sustainable Development Goals (SDGs), the practical institutional integration of structured student-led GESI platforms within schools remains uneven. As with many school-based initiatives, sustainability depends not only on policy alignment but also on leadership ownership, integration with existing schools, and operational capacity at the school level.

A quantitative methodology was applied using the Institutionalization Tracker tool. Data were collected from 16 respondents (eight Headteachers and eight GESI Focal Persons) across the selected schools, using a 1–4 scale to measure institutional readiness across key system building blocks, including functioning, governance, human resource capacity, curriculum and materials, monitoring and evaluation (M&E), stakeholder engagement, and equality and inclusion practices.

The findings indicate that most schools demonstrate a significant level of readiness to institutionalize the LIKE Club. Strong scores were observed in leadership, supervision, participation, coordination, encouragement, equality, and inclusion practices. Both Headteachers and GESI Focal Persons expressed commitment to supporting the club, and existing governance structures provide a favorable foundation for institutional embedding. These elements represent strong opportunities for sustainable establishment and scale-up.

Key strengths identified across schools include robust governance elements (leadership 3.50–3.75, encouragement 3.63–3.75), functional human resource capacity (knowledge 3.38, training 3.50), and high perceived benefit of the initiative (3.63–3.88), reflecting strong foundational commitment. At the same time, the assessment has illuminated valuable opportunities for further institutional strengthening. Areas such as curriculum integration (2.75–3.00), material distribution (2.50–3.13), and communication channels (2.13–2.88) present clear entry points for targeted capacity-building and resource support. Furthermore, the constructive dialogue between Headteachers and GESI focal persons has highlighted opportunities to strengthen alignment between strategic vision and day-to-day implementation, particularly in feedback mechanisms, inclusion practices, and adaptive systems, creating a pathway toward more cohesive and sustainable institutionalization.

Overall, the study concludes that establishing and scaling the LIKE Club in the selected schools is both feasible and strategically aligned with institutional capacities. It recommends prioritizing schools with higher readiness for immediate consolidation, while providing targeted technical

support to schools at the emerging stage. Strengthening M&E mechanisms, clarifying roles and responsibilities, enhancing technological and material support, and ensuring consistent use of the LIKE Club manual will be critical to achieving full institutionalization and long-term sustainability.

**Keywords:** Student-Led Initiatives, child clubs, LIKE club, institutional readiness, Institutionalization Tracker, Gender equality and Social Inclusion (GESI), scaling

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## Introduction

Promoting gender equality and social inclusion (GESI) within education institutions is widely recognized as fundamental to achieving equitable and sustainable development. Global commitments under the Sustainable Development Goals emphasize inclusive and equitable quality education as a cornerstone of social transformation (United Nations, 2015). In Bangladesh, national education reforms and development strategies increasingly prioritize inclusive schooling, gender responsiveness, and child participation. However, while policy frameworks articulate strong commitments, translating these into sustained school-level practice remains a persistent challenge.

One of the key gaps lies in the institutionalization of child-centered and inclusion-oriented initiatives. Institutionalization refers to the process through which new practices become embedded within organizational routines, governance structures, norms, and policies, thereby ensuring sustainability beyond project cycles (Scott, 2008; Tolbert & Zucker, 1996). Without being institutionally embedded, school-based initiatives often rely on individual advocates rather than system-level ownership, limiting long-term continuity and scale.

Student-led clubs have been widely promoted as mechanisms to enhance leadership, peer support, participation, and inclusive school culture. When structured effectively, such platforms can contribute to improved student engagement, reduced exclusion, and strengthened social cohesion. However, evidence from education and development sectors indicates that innovations demonstrating positive outcomes at pilot stages frequently struggle to sustain impact when expanded (Moore et al., 2015). A major reason for this limitation is insufficient assessment of institutional readiness prior to scale-up, including governance capacity, resource alignment, monitoring systems, and stakeholder support. As argued by Scaling Impact, effective scaling requires not only expanding reach (“scaling out”) but also embedding change within institutional systems (“scaling up”) and transforming norms and relationships (“scaling deep”).

The LIKE Club initiative has been designed as a structured, student-driven platform to promote Gender Equality and Social Inclusion (GESI) within community schools at Cox’s Bazar in Bangladesh. Grounded in a capability-based framework inspired by Amartya Sen (1999), the initiative emphasizes expanding children’s real opportunities to achieve valued “beings and doings,” including participation, autonomy, respect, safety, leadership, and well-being. The LIKE Club integrates 16 child well-being indicators (valued capabilities) to guide activity design and ensure holistic child development.

Unlike conventional extracurricular activities, the LIKE Club is conceptualized as an institutionally embedded mechanism rather than a standalone project. It aims to function through regular meetings, structured governance roles, teacher facilitation, inclusive participation mechanisms, curriculum alignment, and monitoring systems. The model recognizes that sustainable GESI promotion requires alignment across multiple system building blocks, including leadership ownership, planning integration, human resource capacity, availability of materials, stakeholder engagement, and equality safeguards.

Despite policy commitments to inclusive education in Bangladesh, community schools, particularly in resource-constrained and geographically vulnerable contexts, often face challenges such as irregular extracurricular functioning, limited teacher training on GESI facilitation, weak monitoring systems, insufficient stakeholder coordination, and underrepresentation of marginalized students in leadership roles. These challenges indicate a potential gap between policy aspirations and operational realities.

To address this gap, the present study assesses the baseline institutional readiness of selected community schools in Cox's Bazar to establish, operate, and scale the LIKE Club. Drawing on institutional theory and scaling science, the study introduces a multidimensional Institutionalization Tracker to evaluate readiness across key system domains: (1) functioning, (2) governance, (3) human resource capacity, (4) curriculum and materials, (5) monitoring and evaluation systems, (6) stakeholder engagement, and (7) equality and inclusion practices. By generating structured readiness profiles, the study seeks to inform evidence-based scaling strategies and strengthen the sustainability of GESI-focused student platforms within the Bangladeshi education system.

Through this approach, the research contributes to the literature on institutional capacity, inclusive education reform, and responsible scaling of social innovations in school systems.

## **LIKE Club**

The LIKE Club is a group created for school students to participate in activities that uphold the values of gender equality and social inclusion, and where they actively contribute to shaping these values. The club will amplify student voices in decision-making, cultivate empathy, respect, and leadership, and address barriers to inclusion through student-led solutions. The club will focus on conducting activities that children value as essential to living a good life, and their ability to do and be. This is also referred to as children's valued capabilities. The head teacher and social studies teacher, also the focal person of the research, will form the club initially. The focal person will actively participate in and monitor the club activities.

### **Mission**

To foster gender equality and social inclusion by empowering students through the LIKE club that promotes kindness, respect, active participation, and safe spaces for sharing and growth, guided by what children value and aspire to do and be in their lives.

### **Vision**

A school environment where every child, regardless of gender, background, or ability, is respected, included, and empowered to shape their future with confidence and care.

### **Objectives**

The LIKE Club will:

1. Advocate for gender equality and social inclusion.
2. Build a culture of kindness, respect, and mutual support.

3. Empower students to participate in school and the community.
4. Create safe spaces for students to share aspirations and challenges.
5. Drive activities aligned with 16 key domains (e.g., mental health, participation, leadership).

Activities have been designed to incorporate the 16 children's well-being indicators listed below:

1. Love, Care, and Respect
2. Education
3. Nutritional Well-being
4. Aspiration
5. Physical Health
6. Bodily Integrity
7. Mental Well-being
8. Social Relations
9. Autonomy
10. Freedom from Economic/Non-Economic Exploitation
11. Participation.
12. Mobility
13. Gender Equality and Social Inclusion Curriculum
14. Understand, Interpret, Plan/Imagine, and Think
15. Religion and Identity
16. Shelter and Environment

## Objectives of the Study

To evaluate the baseline institutional readiness of the selected eight schools at Cox's Bazar in Bangladesh to establish, operate, and scale the LIKE Club as an inclusive, student-led platform promoting Gender Equality and Social Inclusion (GESI).

### Specific Objectives

1. To assess the level of institutionalization across key system-building blocks necessary for sustaining the LIKE Club.
2. To examine the roles of head teachers and GESI focal persons in institutionalizing and scaling the initiative.
3. To identify opportunities and challenges influencing the sustainable integration and scale-up of the LIKE Club within school systems.

### Research Questions

1. What is the level of institutional readiness across system building blocks for establishing and sustaining the LIKE Club in selected community schools in Bangladesh?
2. What contextual opportunities and challenges influence the sustainable integration of the LIKE Club within school systems?

## Literature Review

This section reviews the existing literature on student-led clubs, child participation mechanisms, Gender Equality and Social Inclusion (GESI) in schools, national policy frameworks in Bangladesh that promote child participation, and the concept of scaling science. The review provides a conceptual foundation for assessing the institutional readiness of community schools to establish, operationalize, and scale the LIKE Club as a GESI-focused student platform, and identifies gaps in the literature on the sustainable institutionalization of student-led initiatives in low-resource school systems.

Child clubs are student-led groups that aim to foster participation, leadership, peer learning, and advocacy within schools and communities. These platforms create opportunities for children to voice their concerns, take part in decision-making, and collectively address issues affecting their well-being (Lansdown, 2005). They operationalize child rights principles, particularly participation rights articulated under Articles 12 and 15 of the United Nations Convention on the Rights of the Child (UNCRC), affirming children's rights to express views and form associations (United Nations, 1989). Globally, child- and youth-led platforms are often described as “democratic training grounds” that foster leadership skills, confidence, negotiation skills, and social responsibility (Rajbhandary et al., 2006; Singh, 2012). Participation in structured clubs has been associated with improved self-efficacy, peer support, and civic engagement (Mager & Nowak, 2012). In the Global South, such platforms frequently address issues like child marriage, school dropout, violence, discrimination, and social exclusion. The LIKE Club aligns with this tradition, integrating a structured GESI and capability-based framework to promote holistic child well-being.

In Bangladesh, the ratification of the United Nations Convention on the Rights of the Child (UNCRC) in 1990 led to the integration of child rights into national policies and development strategies. Frameworks including the National Children Policy 2011, Children Act 2013, and National Education Policy 2010 emphasize child participation, inclusive education, and protection from exploitation, aligning with Sustainable Development Goal 4 on equitable quality education (United Nations, 2015). School-based clubs commonly include debating clubs, cultural clubs, adolescent forums, and child protection committees, often supported by government or development partners. Despite supportive policies, operational guidelines for structured institutionalization of student-led clubs remain limited, with many clubs operating informally, irregularly, or relying heavily on external facilitation. Evidence from South Asia suggests that sustainability depends on leadership commitment, teacher mentorship, and integration into school management systems (Singh, 2012). Resource constraints, limited GESI training, and inadequate monitoring mechanisms frequently hinder effective implementation in community schools.

From a GESI perspective, child clubs create safe spaces for dialogue, leadership, and peer support, promoting awareness of discrimination, girls' leadership, and inclusion of marginalized children (Lansdown, 2005). Participation enhances self-confidence, rights awareness, and social skills (Mager & Nowak, 2012). However, inclusion is not automatic; marginalized groups—such as girls, children with disabilities, and economically disadvantaged students—may remain underrepresented unless deliberate safeguards are implemented (Ainscow, 2005). Grounded in the Capability Approach, child clubs can expand valued capabilities such as autonomy, participation, bodily integrity, and social recognition (Sen, 1999). Realizing these outcomes requires enabling institutional environments, as unstructured clubs risk reinforcing existing inequalities rather than transforming them.

Bangladesh has established a strong legal and policy framework supporting child rights and participation. The Children Act 2013 operationalizes protection mechanisms, while the National Education Policy 2010 emphasizes inclusive and child-friendly learning environments. The National Plan of Action for Children (2018–2025) further promotes participation and social protection. Despite these frameworks, implementation gaps remain evident; explicit operational guidelines for sustaining student-led clubs within school governance systems are limited. Mechanisms such as integration into school improvement plans, budget allocation, role clarity for teachers, and systematic monitoring are often underdeveloped, highlighting the importance of assessing institutional readiness before scaling initiatives like the LIKE Club.

Scaling, defined as expanding the reach, depth, and sustainability of innovations to generate broader social impact, has traditionally been measured in terms of numerical growth (Olsen et al., 2022). Contemporary scaling science emphasizes that sustainable scale requires institutional embedding and systemic transformation (Gargani & McLean, 2017). Scaling involves three interrelated processes: scaling out (expanding reach), scaling up (embedding into policies and institutional systems), and scaling deep (transforming norms, values, and relationships). Evidence shows many interventions fail during scale-up when institutional readiness is inadequately assessed (Moore et al., 2015). Scaling science is guided by four core principles: justification, optimal scale, coordination, and dynamic evaluation (McLean & Gargani, 2019). These principles are especially relevant in education systems, where scaling must account for leadership structures, teacher capacity, community dynamics, and inclusion safeguards.

Drawing on institutional theory (Scott, 2008), the Capability Approach (Sen, 1999), and scaling science (McLean & Gargani, 2019), the present study conceptualizes the LIKE Club as a system-level innovation requiring institutional embedding. The Institutionalization Tracker developed for this study assesses readiness across governance, functioning, human resources, materials, monitoring systems, stakeholder engagement, and equality safeguards. By integrating literature on child participation, GESI, policy frameworks, and scaling science, the review establishes the need for a multidimensional readiness assessment to bridge the gap between policy commitments and sustainable school-level practice.

## Methodology

This section presents a detailed account of the methodology employed in this study, outlining the research design, rationale for site selection, sampling strategy, data collection tools and procedures, analysis methods, and ethical considerations. The approach was designed to ensure the integrity of the study and provide guidance throughout all phases of data collection and analysis.

## Research Design

The study adopted a qualitative approach to assess the institutional readiness of selected schools to establish and potentially scale the LIKE Club. The primary data collection involved the headteachers and GESI focal persons providing scores on an Institutionalization Tracker questionnaire, ranging from 1 (low institutionalization) to 4 (full institutionalization). This instrument allowed the research team to evaluate the schools' preparedness in terms of governance, resources, policies, curriculum, and inclusion practices. It also facilitated the identification of challenges and opportunities for the sustainable implementation of the LIKE Club.

## Study Area

The study was conducted in eight purposively selected schools across Cox's Bazar district:

1. Hajeepara Government Primary School, Cox's Bazar Sadar
2. Chainda Government Primary School, Ramu
3. Pallanpara Government Primary School, Teknaf
4. Uttar Mithachari Government Primary School, Ramu
5. Ramu Kheezaree Government High School, Ramu
6. Government Ukhiya Multilateral High School, Ukhiya
7. Inani Government Primary School, Ukhiya
8. Ghativanga Government Primary School, Moheshkhali

These schools are located in five upazilas: Cox's Bazar Sadar, Ukhiya, Teknaf, Ramu, and Moheshkhali. The schools were chosen due to their representativeness and readiness for potential introduction of the LIKE Club as a GESI-focused student platform.

## Sampling Technique and Sample Size

A purposive (judgmental) sampling method, a non-probability sampling technique, was employed to select respondents who could provide the most relevant insights (Ahmed, 2024; Rai & Thapa, 2015). The sample comprised the headteachers and GESI focal persons of each school, as they hold key leadership positions and possess comprehensive knowledge of their school's institutional context, resources, curriculum, and needs. A total of 16 respondents participated: eight headteachers and eight GESI focal persons providing structured responses through the

Institutionalization Tracker questionnaire. This sampling ensured that the data collected reflected the schools' capacity and readiness to integrate the LIKE Club into their institutional systems.

## Data Collection Tools and Procedures

The primary tool for data collection was the Institutionalization Tracker questionnaire, designed to measure the extent to which an initiative is integrated into school systems. The tracker, developed by Perlman Robinson, Curtiss Wyss, and Hannahan (2021), monitors progress toward “vertical scaling,” which involves embedding an initiative into government policies, plans, finances, and operational structures to achieve long-term sustainability. The tracker assesses key system building blocks, including governance, leadership, policies, human resources, materials, monitoring mechanisms, and stakeholder engagement using a scoring scale from 1 (low institutionalization) to 4 (full institutionalization). Respondents also provided qualitative explanations for their scores, enabling a deeper understanding of institutional strengths, gaps, and priorities.

For this study, the tracker was specifically customized to collect data from the eight selected schools. Headteachers and GESI focal persons completed the paper-based questionnaires, capturing both quantitative scores and qualitative insights relevant to the LIKE Club's establishment. The tool facilitated the identification of challenges and opportunities for institutionalization, as well as potential capacity-building needs for effective integration of the initiative within school systems.

## Data Analysis

Data from the Institutionalization Tracker were entered into Microsoft Excel and visually represented using radar graphs. This method effectively illustrated the comparative scores across system building blocks, highlighting areas of high readiness and those requiring attention (Perlman Robinson et al., 2021). Radar graphs also allow stakeholders to track changes over time and prioritize actionable elements for intervention. The combination of numerical scores and qualitative explanations provided a comprehensive assessment of the schools' institutional readiness.

## Ethical Considerations

Ethical principles were strictly adhered to throughout the study to protect participants' rights and maintain research integrity. All respondents were fully informed about the objectives of the study, and participation was voluntary, based on informed consent. Measures were taken to ensure confidentiality and anonymity, with no identifying information disclosed in the analysis or reporting. The study also ensured that participation posed no harm to respondents, respecting their privacy and safeguarding sensitive information (Dahal, 2014).

## Results and Discussions

This section presents the main findings of the study and interprets their significance. Results summarize key data and patterns derived from analysis, often supported by tables, figures, or descriptive statistics. Discussions explain what these results mean in relation to the research objectives, prior studies, and theoretical frameworks.

### Aggregate Institutional readiness scores across the 8 community schools

The institutional readiness assessment was conducted in eight community schools in Cox's Bazar district to evaluate their preparedness to establish, operate, and institutionalize the LIKE Club initiative. The scores were independently provided by the Headteachers and GESI Focal Persons of each school, and a total average score was calculated to determine the overall readiness level. Table 1, reveals that the majority of schools demonstrate moderate to strong institutional readiness, with average scores ranging from 2.71 to 3.46. This indicates that most schools possess a relatively favorable environment in terms of leadership commitment, organizational structure, and awareness of gender equality and social inclusion (GESI) principles.

*Table 1: Aggregate Institutional readiness scores across the 8 community schools*

S.N	Name of the 8 Community schools	Average Institutional Readiness Scoring by Headteachers	Average Institutional Readiness Scoring by GESI Focal Person	Total Average
1	Hajeepara Govt. Primary School, Cox's Bazar Sadar	3.63	3.17	3.40
2	Chainda Govt. Primary School, Ramu	3.46	3.25	3.35
3	Ghativanga Govt. Primary School, Moheshkhali	3.38	3.50	3.44
4	Pallanpara Govt. Primary School, Teknaf	3.21	3.08	3.15
5	Inani Govt. Primary School, Ukhiya	3.67	2.83	3.25
6	Uttar Mithachari Govt Primary School, Ramu	3.50	3.42	3.46
7	Govt. Ukhiya Multilateral High School, Ukhiya	2.63	2.79	2.71
8	Ramu Kheezaree Govt. High School, Ramu	3.08	3.21	3.15

Among the assessed schools, Uttar Mithachari Govt Primary School, Ramu achieved the highest total average score (3.46), followed closely by Ghativanga Govt. Primary School, Moheshkhali (3.44), Hajeepara Govt. Primary School, Cox's Bazar Sadar (3.40) and Chainda Govt. Primary School, Ramu (3.35). These higher scores suggest comparatively stronger institutional

foundations, including administrative support, GESI engagement, and overall preparedness to sustain the LIKE Club initiative. In particular, Ghativanga Govt. Primary School demonstrated strong alignment between leadership and GESI perspectives, indicating a cohesive understanding of institutional readiness.

Several schools, including Inani Govt. Primary School, Ukhiya; Pallanpara Govt. Primary School, Teknaf; and Ramu Kheezaree Govt. High School, Ramu, recorded moderate scores ranging between 3.15 and 3.35. These results reflect reasonable readiness; however, they also indicate areas that may require further strengthening, such as structured planning, coordination mechanisms, or enhanced focus on GESI implementation. Notably, Inani Govt. Primary School showed a noticeable gap between the Headteacher's higher score and the comparatively lower score provided by the GESI Focal Person, suggesting differences in perception regarding institutional preparedness and the depth of GESI integration.

Govt. Ukhiya Multilateral High School, Ukhiya recorded the lowest total average score (2.71), with relatively lower ratings from both the Headteacher and the GESI Focal Person. This suggests the presence of institutional constraints that may hinder the immediate institutionalization and scaling of the LIKE Club initiative. The school may therefore require targeted technical support, capacity-building interventions, and strengthened coordination mechanisms to enhance its readiness level.

Overall, the assessment findings indicate that while most schools demonstrate encouraging levels of institutional readiness, variations exist across institutions. These differences highlight the need for differentiated support strategies—leveraging high-performing schools as potential models for peer learning, strengthening moderately ready schools through technical guidance, and providing focused mentoring to lower-performing institutions to ensure equitable and sustainable scaling of the LIKE Club initiative across all selected schools.

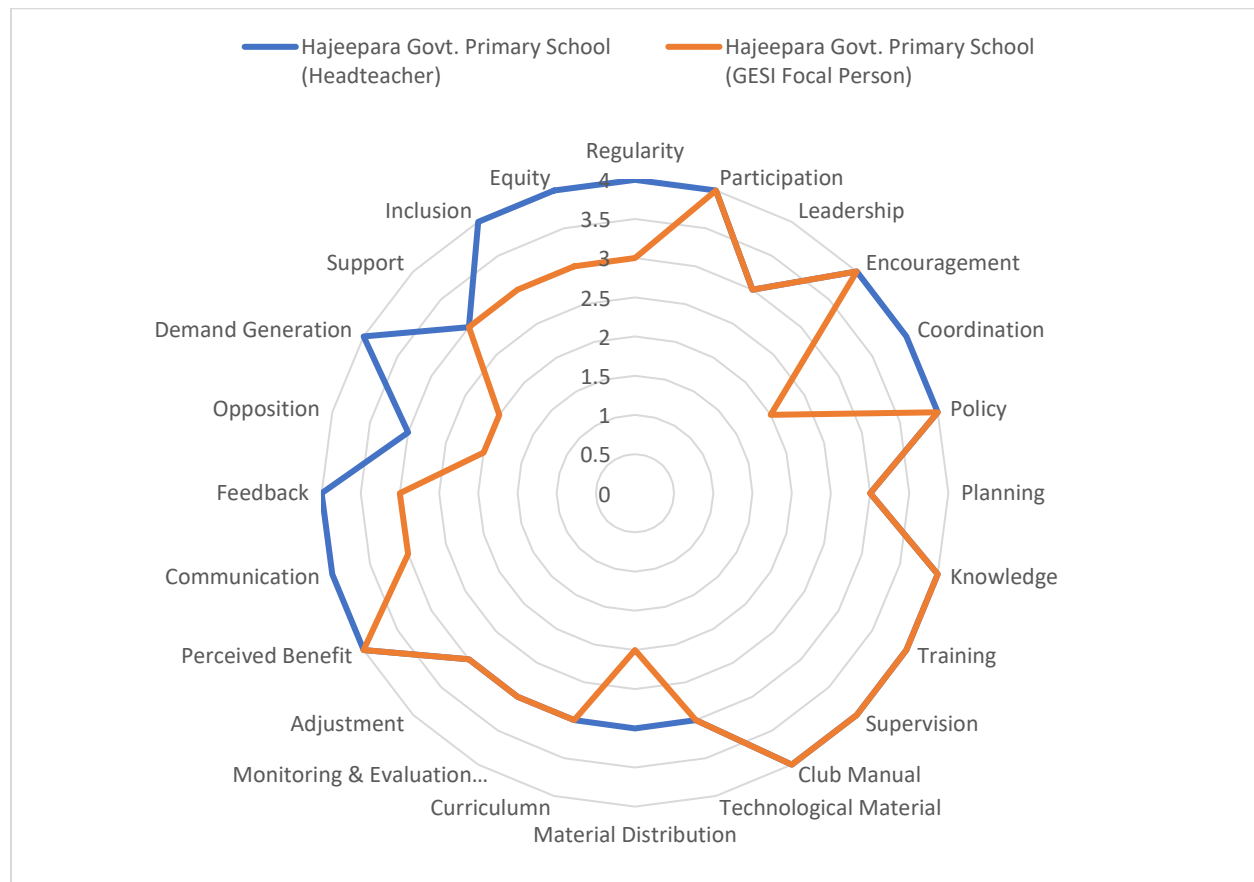
## **Schools' Readiness Assessment for LIKE club**

The institutionalization tracker was used to assess the institutional readiness of the 8 selected schools (listed in Annex 1) to establish, operate, and scale the LIKE club within their school environment. Data using the institutionalization tracker were collected from 16 respondents in total, comprising 08 head teachers and 08 GESI focal persons, one from each school. To gather a baseline readiness assessment, the tracker was tailored to the specific context of the LIKE club. It included specific questions focused on various sub-elements of the system building blocks, such as functioning, governance, human resources, curriculum and materials, information, stakeholder engagement, and equality and inclusion (refer to Annex 2)

Respondents provided scores based on their school context, wherein a score of 1 indicated “low institutionalization”, a score of 2 indicated “emerging institutionalization”, a score of 3 indicated “significant institutionalization”, and a score of 4 indicated “full institutionalization”. These scores were then used to generate a radar graph, which visually represents the level of institutional strengths and challenges across each school in different elements related to the establishment and operation of the LIKE club, based on their assigned scores. In the radar graph for all 8 schools, scores provided by the head teachers are consistently denoted in blue. In contrast, those given by the GESI focal person are denoted in red.

## School 1 Score: Hajeepara Government Primary School, Cox's Bazar Sadar

Figure 1 presents Institutionalization Tracker findings from Hajeepara Government Primary School, Cox's Bazar Sadar, indicate a generally strong level of institutionalization, with most elements scoring 3 (significant institutionalization) or 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated regularity, participation, encouragement, planning, knowledge, training, supervision, club manual, and perceived benefits highly (3–4), demonstrating that activities are consistently implemented with active leadership and stakeholder engagement. Leadership, policy, and curriculum also received favorable scores, suggesting that core program structures are well embedded within school operations.



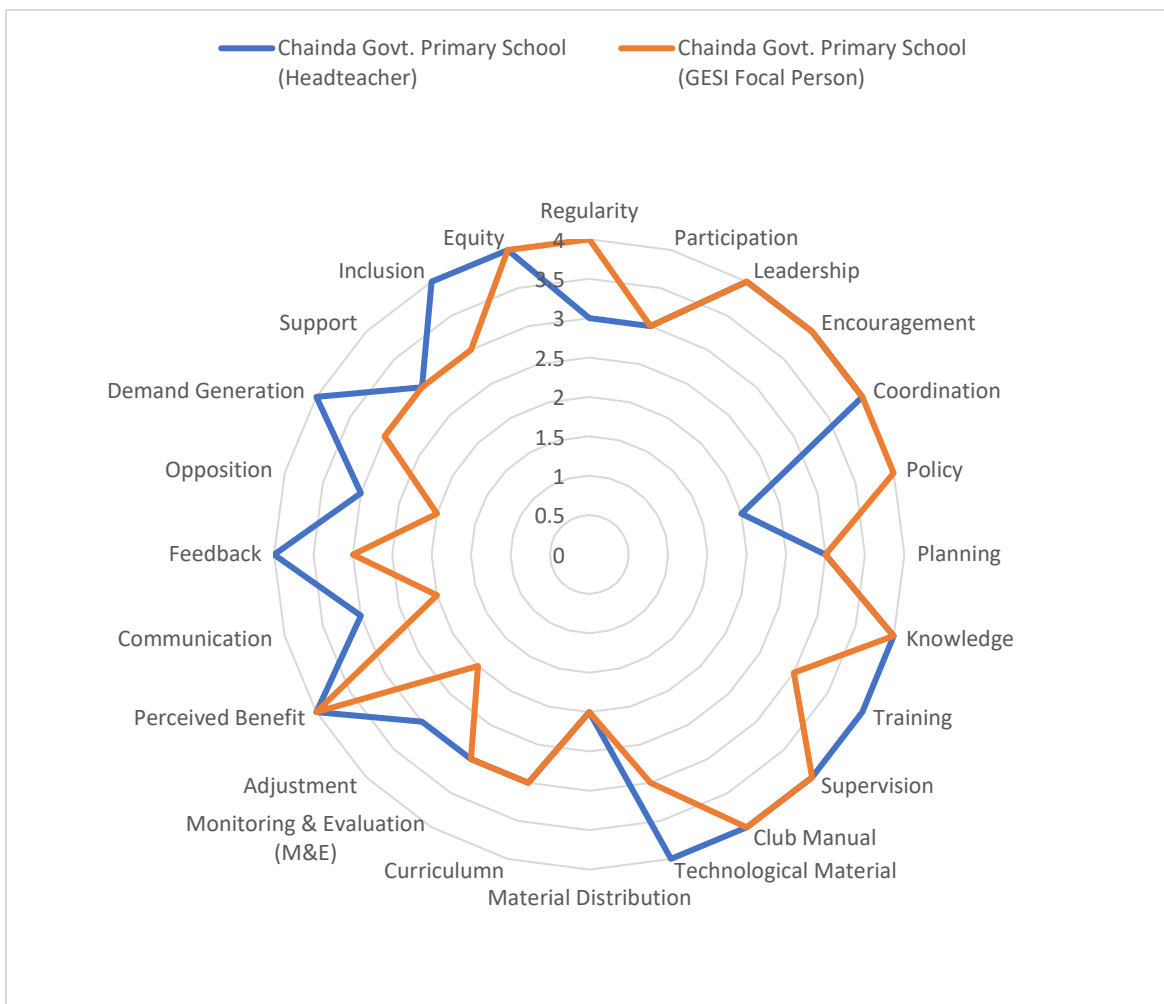
**Figure 1:** Radar graph showing institutional readiness scores of Hajeepara Government Primary School, Cox's Bazar Sadar

However, some discrepancies between the Headteacher and the GESI Focal Person highlight operational-level challenges. Lower scores in policy integration, technological materials, material distribution, demand generation, and monitoring and evaluation indicate that while the initiative is structurally embedded, certain systemic and logistical components require further strengthening. The variation in perception where leadership tends to rate institutionalization slightly higher than the focal implementer suggests a gap between strategic commitment and day-to-day practice. Overall, the findings demonstrate strong institutional grounding of the initiative, with targeted

improvements needed in policy formalization, resource support, and adaptive monitoring to achieve full institutionalization and long-term sustainability.

### School 2 Score: Chainda Govt. Primary School, Ramu

Figure 2 reveals the Institutionalization Tracker findings from Chainda Government Primary School, Ramu, indicate a strong level of institutionalization, with most elements scoring 3 (significant institutionalization) or 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated leadership, encouragement, coordination, supervision, club manual, perceived benefits, and equity highly (4), demonstrating strong administrative commitment and structured implementation of school-based initiatives. Knowledge and curriculum integration were also rated consistently (3–4), suggesting that core program components are well embedded within school operations. Inclusion and demand generation received positive scores, indicating active engagement and attention to gender-responsive practices.



**Figure 2:** Radar graph showing institutional readiness scores of Chainda Government Primary School, Ramu

However, some variations in perception are observed. Policy was rated low by the Headteacher (2) but fully institutionalized by the GESI Focal Person (4), reflecting differing views on the strength or clarity of formal policy frameworks. Regularity was rated higher by the GESI Focal Person (4) compared to the Headteacher (3), suggesting stronger perceived consistency at the program level. Technological materials were rated high by the Headteacher (4) but slightly lower by the GESI Focal Person (3), indicating moderate digital integration. Material distribution received low scores from both respondents (2), pointing to logistical or resource-related constraints. Communication, adjustment, opposition, and feedback were rated moderately (2–3), suggesting areas where operational refinement and stakeholder engagement could be strengthened.

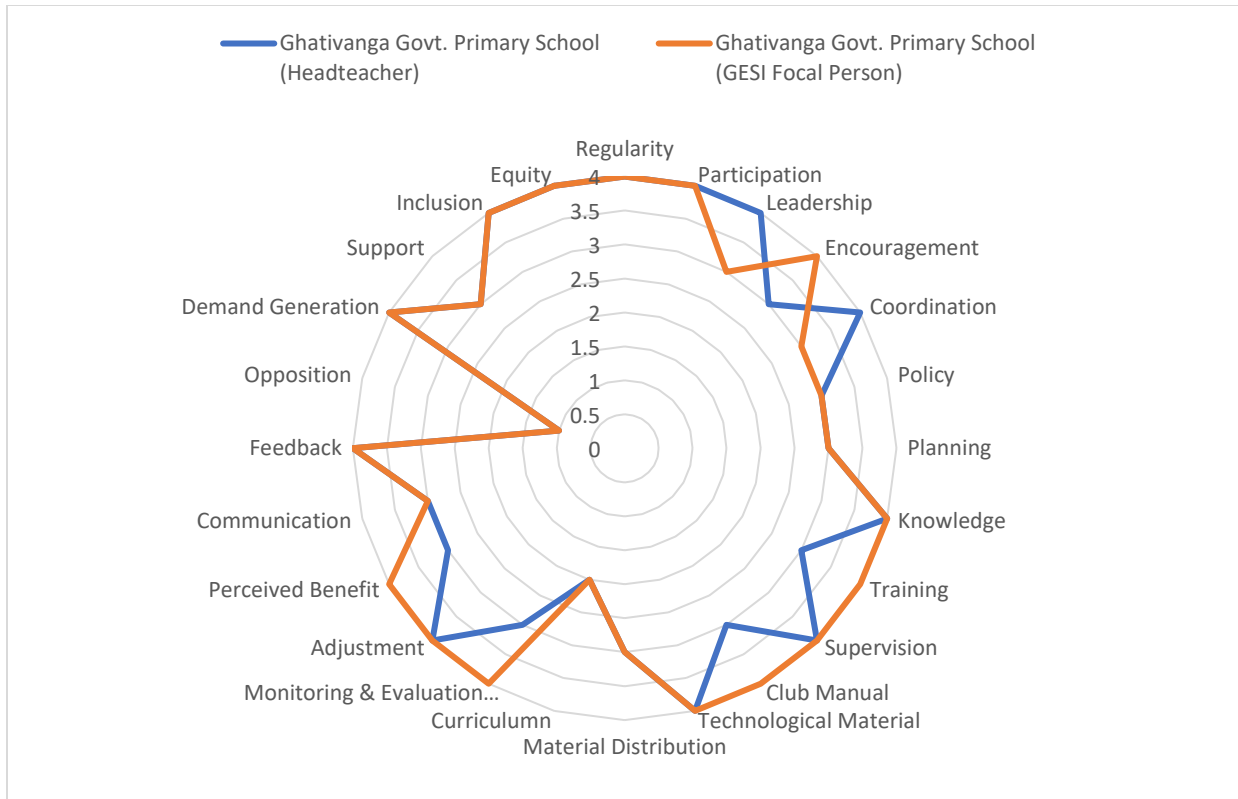
Overall, Chainda Government Primary School demonstrates strong institutionalization, particularly in leadership, governance, supervision, and equity practices. Strengthening policy clarity, improving material distribution systems, and enhancing communication and adaptive mechanisms would further consolidate institutional sustainability and inclusive program implementation.

### **School 3 Score: Ghativanga Government Primary School, Moheshkhali**

Figure 3 presents the Institutionalization Tracker findings from Ghativanga Government Primary School, Moheshkhali, which indicate a strong and well-established level of institutionalization, with the majority of elements scoring 3 (significant institutionalization) or 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated regularity and participation at the highest level (4), demonstrating consistent implementation of activities with active engagement from stakeholders. Knowledge, supervision, technological materials, demand generation, inclusion, equity, feedback, and adjustment mechanisms also received high ratings (3–4), suggesting that the initiative is well-integrated into school operations and supported by adaptive learning practices. The strong performance in inclusion and equity reflects a positive institutional commitment toward gender-responsive and socially inclusive practices.

However, a few areas require attention. Curriculum integration received low scores (2 from both respondents), indicating limited alignment of program components with mainstream academic structures. Opposition was rated very low (1 from both respondents), which may suggest minimal resistance but could also indicate limited critical engagement from stakeholders. Minor perception differences are observed in leadership, encouragement, training, club manual usage, and M&E, with the GESI Focal Person generally rating these elements slightly higher than the Headteacher. Policy, planning, communication, and support were rated moderately (3), suggesting that while structures are in place, there remains scope for strengthening formal systems and coordination.

Overall, Ghativanga Government Primary School demonstrates robust institutionalization, particularly in participation, inclusion, equity, technological integration, and feedback systems. Strengthening curriculum integration and further formalizing planning and policy mechanisms would enhance sustainability and ensure deeper institutional embedding of the initiative.



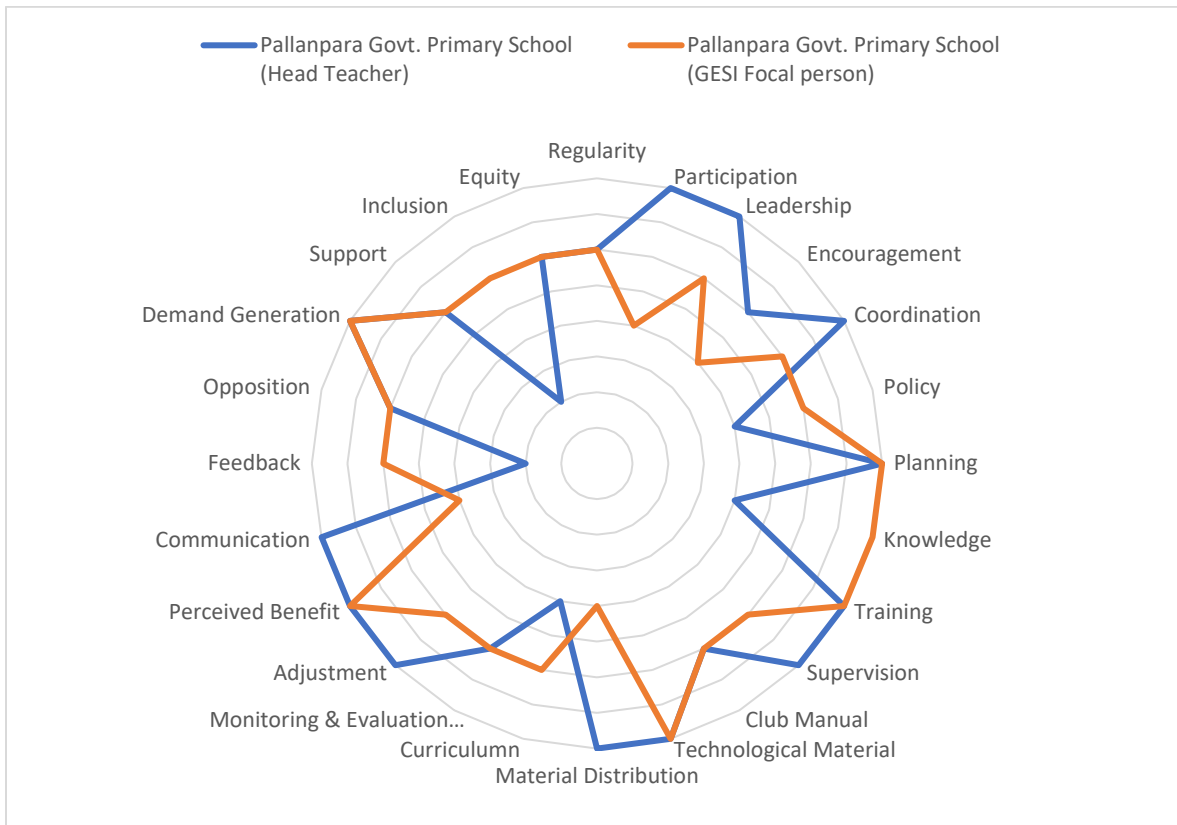
**Figure 3:** Radar graph showing institutional readiness scores of Ghativanga Government Primary School, Moheshkhali

### School 4 Score: Pallanpara Government Primary School, Teknaf

Figure 4 reveals that the Institutionalization Tracker findings from Pallanpara Government Primary School indicate a moderate to strong level of institutionalization, with most elements scoring between 3 (significant institutionalization) and 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated planning, training, technological materials, perceived benefits, and demand generation highly (4), suggesting that the initiative is structurally organized and recognized as valuable within the school. Supervision, coordination, and support were also rated at significant levels (3–4), indicating that operational systems are largely functional. Monitoring and Evaluation (M&E) received consistent scores (3 from both respondents), reflecting the presence of established but improvable monitoring mechanisms.

However, notable discrepancies are observed in several areas. Participation, encouragement, knowledge, communication, feedback, inclusion, and material distribution show significant perception gaps between the Headteacher and the GESI Focal Person. For example, feedback and inclusion were rated very low by the Headteacher (1) but significantly higher by the GESI Focal Person (3), suggesting differences in perception regarding participatory and inclusive practices. Similarly, knowledge was rated low by the Headteacher (2) but fully institutionalized by the GESI Focal Person (4), indicating varying views on staff capacity and awareness. Curriculum integration remains relatively weak (2–3), suggesting limited alignment with mainstream

academic structures. Policy was also rated lower by the Headteacher (2) compared to the GESI Focal Person (3), reflecting moderate formalization of institutional frameworks.



**Figure 4:** Radar graph showing institutional readiness scores of Pallanpara Government Primary School, Teknaf

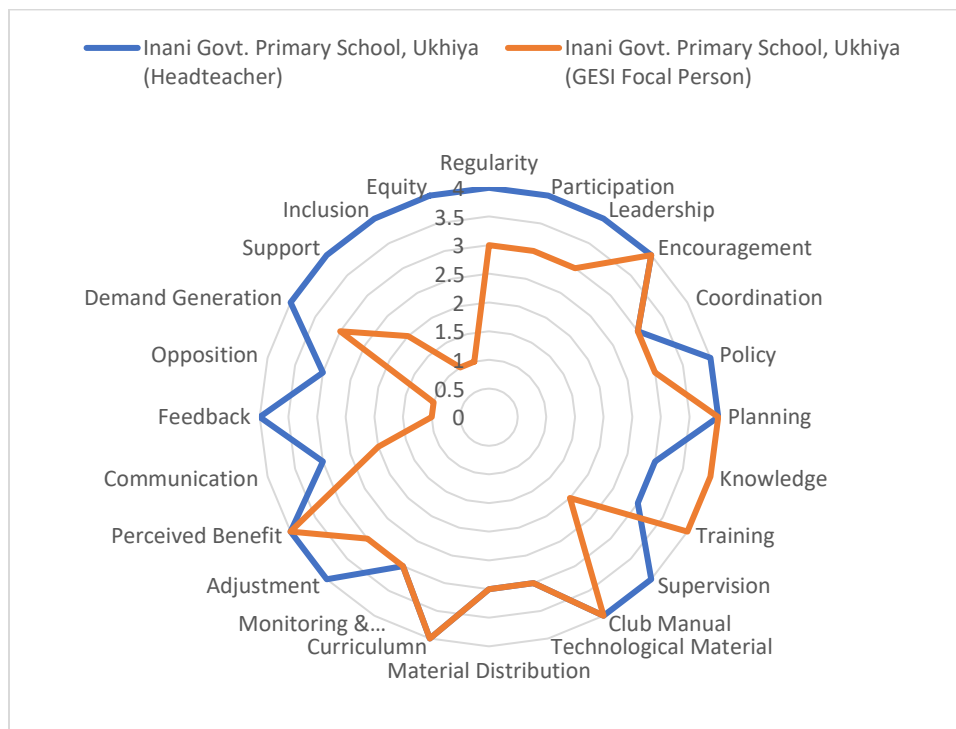
Overall, Pallanpara Government Primary School demonstrates emerging to significant institutionalization, with strong structural planning and training mechanisms in place. However, strengthening communication, feedback systems, inclusion practices, curriculum integration, and alignment between administrative and GESI perspectives would be essential to achieve comprehensive and sustainable institutionalization.

### School 5 Score: Inani Government Primary School, Ukhiya

Figure 5 presents the Institutionalization Tracker findings from Inani Government Primary School, Ukhiya, which indicate a generally strong level of institutionalization, with most elements scoring 3 (significant institutionalization) or 4 (full institutionalization). The Headteacher rated regularity, participation, leadership, encouragement, planning, supervision, curriculum, and perceived benefits at the highest level (4), demonstrating consistent implementation, strong administrative commitment, and structured operational mechanisms. The GESI Focal Person also rated encouragement, planning, knowledge, training, curriculum, club manual, and perceived benefits highly (4), suggesting that key program components are well embedded within school practices.

Coordination, material distribution, technological materials, and Monitoring & Evaluation (M&E) were rated at significant levels (3), reflecting functional but improvable systems.

However, notable discrepancies are observed in several critical areas. Supervision, communication, feedback, support, inclusion, and equity show substantial perception gaps between the Headteacher and the GESI Focal Person. For instance, feedback was rated very high by the Headteacher (4) but very low by the GESI Focal Person (1), indicating divergence in perceptions regarding participatory mechanisms. Similarly, inclusion and equity were rated fully institutionalized (4) by the Headteacher but very low (1) by the GESI Focal Person, suggesting that gender-responsive and socially inclusive practices may not be uniformly experienced at the operational level. Opposition was also rated lower by the GESI Focal Person (1) compared to the Headteacher (3), reflecting potential contextual or community-level challenges not fully acknowledged administratively.

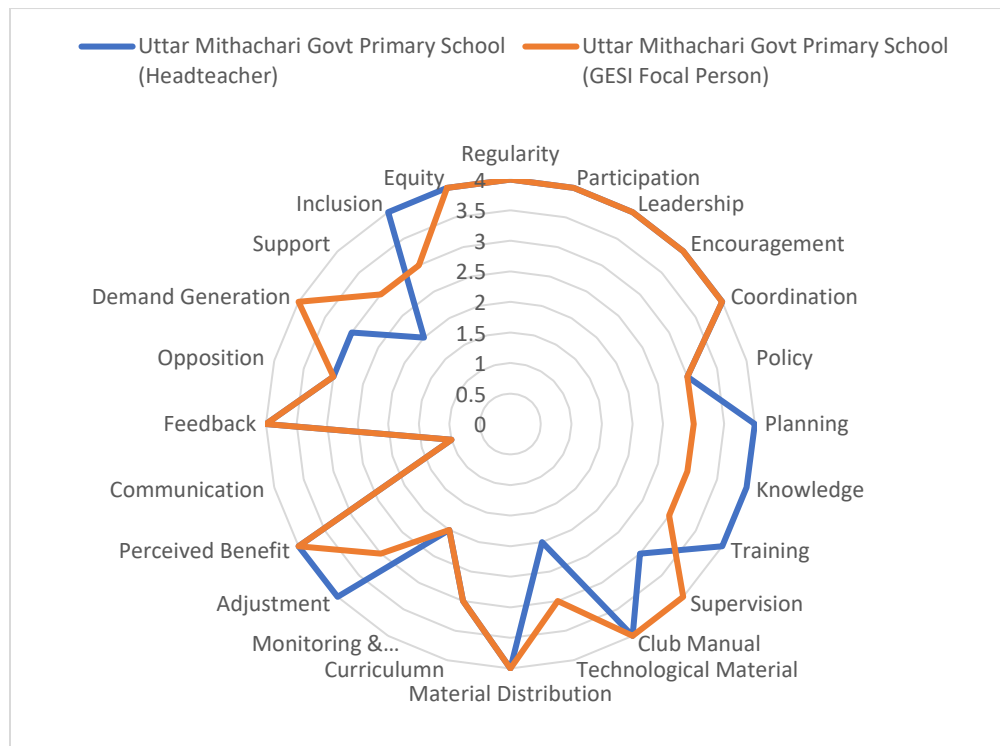


**Figure 5:** Radar graph showing institutional readiness scores of Inani Government Primary School, Ukhiya

Overall, Inani Government Primary School demonstrates strong structural institutionalization, particularly in governance, planning, curriculum integration, and perceived program value. However, strengthening communication systems, feedback mechanisms, inclusive practices, and alignment between administrative leadership and GESI perspectives will be critical to achieving comprehensive, equitable, and sustainable institutionalization.

## School 6 Score: Uttar Mithachari Government Primary School, Ramu

Figure 6 presents the Institutionalization Tracker findings from Uttar Mithachari Government Primary School indicate a strong level of institutionalization, with the majority of elements scoring 3 (significant institutionalization) or 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated regularity, participation, leadership, encouragement, coordination, club manual, material distribution, perceived benefits, feedback, and equity at high levels (4), demonstrating consistent implementation, active stakeholder engagement, and strong governance structures. Planning, knowledge, training, curriculum, and Monitoring & Evaluation (M&E) were rated at significant to full levels (3–4), suggesting that structured systems and program mechanisms are largely embedded within school operations.



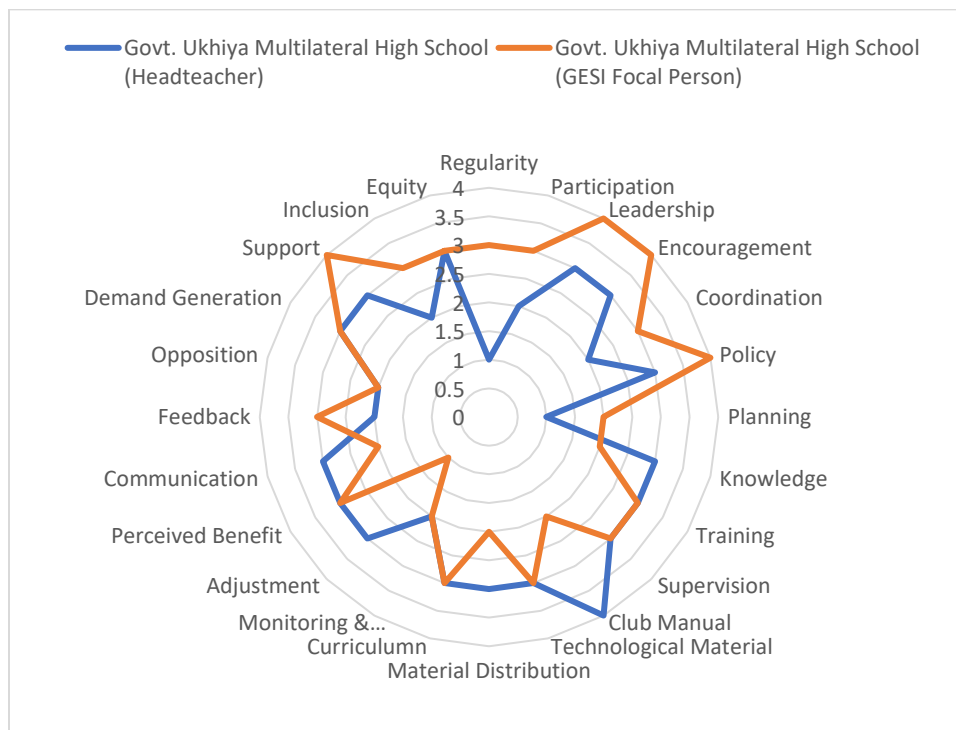
**Figure 6:** Radar graph showing institutional readiness scores of Uttar Mithachari Government Primary School, Ramu

Some variations in perception are evident in specific areas. Supervision and demand generation were rated slightly higher by the GESI Focal Person, while planning, knowledge, and training were rated higher by the Headteacher, indicating minor differences in perception regarding capacity development and program mobilization. Support received moderate ratings (2–3), suggesting the need to strengthen institutional backing and resource mobilization. Notably, communication was rated very low (1) by both respondents, highlighting a critical gap in information flow and stakeholder interaction despite otherwise strong institutional structures.

Overall, Uttar Mithachari Government Primary School demonstrates robust institutionalization, particularly in governance, participation, and equity practices. Strengthening communication systems, enhancing institutional support, and ensuring continuous capacity alignment between leadership and GESI roles will be essential for achieving comprehensive and sustainable institutionalization.

### School 7 Score: Govt. Ukhiya Multilateral High School, Ukhiya

Figure 7 presents the Institutionalization Tracker findings from Govt. Ukhiya Multilateral High School indicates a moderate and uneven level of institutionalization, with most elements scoring between 2 (emerging institutionalization) and 3 (significant institutionalization). The GESI Focal Person generally rated several governance-related elements—such as leadership, encouragement, policy, and support—higher (3–4) than the Headteacher, suggesting stronger perceived commitment at the programmatic level. Both respondents rated training, supervision, curriculum, perceived benefits, demand generation, and equity at significant levels (3), indicating that foundational program structures are present within the school system.



**Figure 7:** Radar graph showing institutional readiness scores of Govt. Ukhiya Multilateral High School, Ukhiya

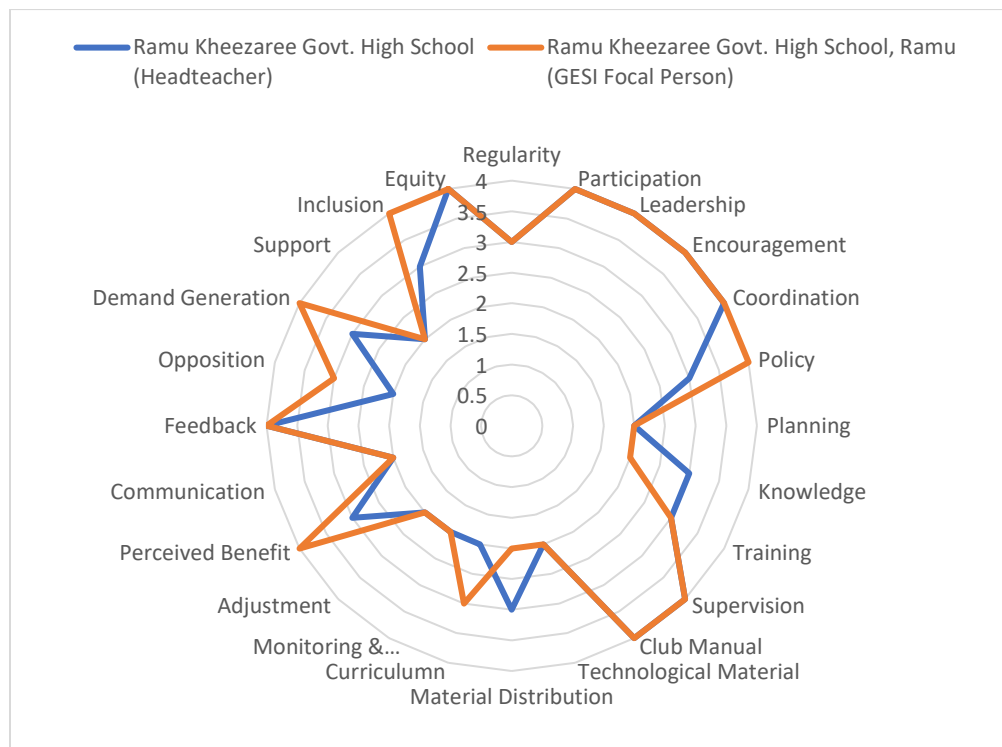
However, several gaps are evident. Regularity (1) and planning (1) were rated very low by the Headteacher, indicating inconsistency in implementation and weak formal planning mechanisms. Participation and coordination were also rated lower by the Headteacher (2) compared to the GESI Focal Person (3), highlighting differences in perception regarding engagement and

collaboration. Monitoring & Evaluation (M&E) received low and consistent ratings (2 from both respondents), suggesting limited formal monitoring structures. Adjustment mechanisms were rated particularly low by the GESI Focal Person (1), indicating weak adaptive learning processes. Inclusion and feedback were rated at emerging to significant levels (2–3), suggesting that participatory and gender-responsive practices require further strengthening.

Overall, Govt. Ukhiya Multilateral High School demonstrates emerging to moderate institutionalization, with basic governance and program elements in place. Strengthening regularity, structured planning, monitoring systems, adaptive practices, and alignment between administrative and GESI perspectives will be critical to achieving more consistent and sustainable institutionalization.

### School 8 Score: Ramu Kheezaree Government High School, Ramu

The Institutionalization Tracker findings from Ramu Kheezaree Government High School, Ramu, indicate a generally significant level of institutionalization, with most elements scoring 3 (significant institutionalization) or 4 (full institutionalization). Both the Headteacher and the GESI Focal Person rated participation, leadership, encouragement, coordination, supervision, club manual, feedback, and equity at high levels (4), demonstrating strong governance structures, consistent stakeholder engagement, and embedded gender-responsive practices. Regularity, training, technological materials, and demand generation were rated at significant levels (3), indicating that core operational systems are functioning effectively.



**Figure 8:** Radar graph showing institutional readiness scores of Ramu Kheezaree Govt. High School, Ramu

However, several areas show moderate or emerging levels of institutionalization. Planning, Monitoring & Evaluation (M&E), adjustment, and communication were rated low (2) by both respondents, suggesting weaknesses in structured planning processes, formal monitoring mechanisms, adaptive learning practices, and information flow. Curriculum integration also received relatively low to moderate scores (2–3), indicating limited alignment with mainstream academic structures. Minor perception differences were observed in policy, perceived benefits, opposition, support, and inclusion, with the GESI Focal Person generally rating these elements slightly higher, reflecting variations in perspectives between administrative leadership and program implementation roles.

Overall, Ramu Kheezaree Government High School demonstrates significant institutionalization, particularly in governance, participation, supervision, and equity practices. Strengthening planning systems, monitoring and evaluation frameworks, communication mechanisms, and curriculum integration will be essential to ensure comprehensive, sustainable, and fully institutionalized program implementation.

### **Average readiness score by the head teacher and the GESI focal person on the institutionalization tracker**

Table 2 presents the average readiness scores across system building blocks as perceived by Headteachers and GESI Focal Persons. Overall, the findings indicate a significant level of institutionalization, with most elements scoring between 3 (significant institutionalization) and 4 (full institutionalization). The overall pattern suggests that institutional structures are largely in place, though certain operational and engagement components require strengthening.

Under the Functioning block, both regularity (3.25–3.38) and participation (3.38–3.63) received strong scores, indicating that school-based activities are implemented consistently with active stakeholder engagement. Headteachers rated participation slightly higher, reflecting strong administrative confidence in engagement levels.

Within Governance, leadership (3.50–3.75), encouragement (3.63–3.75), and coordination (3.25–3.63) demonstrate strong institutional commitment. Policy shows a notable perception difference, with GESI Focal Persons rating it higher (3.50) than Headteachers (3.00), suggesting that program-level actors may perceive stronger policy integration than school leadership acknowledges. Planning received consistent scores (3.00), indicating structured but improvable planning mechanisms.

For Human Resource, knowledge (3.38), training (3.50), and supervision (3.50–3.75) all scored significantly, suggesting that capacity-building and oversight systems are functioning effectively across schools.

Under Curriculum & Materials, the club manual (3.63–3.75) and technological materials (3.25–3.38) were rated positively. However, material distribution received comparatively lower scores, especially from GESI Focal Persons (2.50), indicating logistical or supply challenges. Curriculum integration also remains moderate (2.75–3.00), suggesting partial alignment with mainstream academic frameworks.

*Table 2. Average readiness score by the head teacher and the GESI focal person on the institutionalization tracker*

<b>System Building Block</b>	<b>Element</b>	<b>Average scores by Headteacher</b>	<b>Average scores by GESI Focal Person</b>
Functioning	Regularity	3.25	3.38
	Participation	3.63	3.38
Governance	Leadership	3.75	3.50
	Encouragement	3.63	3.75
	Coordination	3.63	3.25
	Policy	3.00	3.50
	Planning	3.00	3.00
Human Resource	Knowledge	3.38	3.38
	Training	3.50	3.50
	Supervision	3.75	3.50
Curriculum & Materials	Club Manual	3.75	3.63
	Technological Material	3.38	3.25
	Material Distribution	3.13	2.50
	Curriculum	2.75	3.00
Information	Monitoring & Evaluation (M&E)	2.75	2.88
	Adjustment	3.38	2.63
	Perceived Benefit	3.63	3.88
	Communication	2.88	2.13
	Feedback	3.38	3.13
Stakeholder Engagement	Opposition	2.50	2.13
	Demand Generation	3.63	3.38
	Support	3.00	2.88
Equality & Inclusion	Inclusion	3.25	3.00
	Equity	3.75	3.25

The Information block reveals comparatively weaker areas. Monitoring & Evaluation (M&E) scored below 3 (2.75–2.88), highlighting the need for stronger formal monitoring systems. Communication shows the lowest average scores (2.13–2.88), indicating gaps in information flow and coordination. Adjustment mechanisms were rated lower by GESI Focal Persons (2.63) than by Headteachers (3.38), suggesting differing perceptions regarding adaptive learning practices. Perceived benefit received one of the highest overall ratings (3.63–3.88), demonstrating widespread recognition of program value.

In the Stakeholder Engagement block, demand generation scored strongly (3.38–3.63), reflecting active efforts to mobilize interest and participation. However, opposition (2.13–2.50) and support (2.88–3.00) suggest moderate external engagement and potential contextual constraints.

Finally, under Equality & Inclusion, inclusion (3.00–3.25) and equity (3.25–3.75) scored significantly, demonstrating commitment to gender-responsive and socially inclusive practices. Headteachers generally rated equity higher than GESI Focal Persons, indicating slight perceptual differences in how inclusive practices are experienced at the operational level.

Overall, the average readiness scores suggest that schools demonstrate strong governance, leadership, and capacity-building systems, with meaningful progress in inclusion and equity. However, strengthening Monitoring & Evaluation, communication mechanisms, curriculum integration, material distribution, and stakeholder support will be essential to achieve comprehensive and sustainable institutionalization across all system building blocks.

## Conclusion:

The findings of this study indicate that the institutionalization of the LIKE club across the eight selected schools has largely reached a significant level of institutionalization, with most system building blocks scoring above 3.0 on the 1–4 scale. This demonstrates that the initiative is not operating as a stand-alone or temporary intervention, but rather is substantially embedded within school governance, functioning mechanisms, human resource capacity, and equality-focused practices. Regularity of activities, student participation, leadership engagement, encouragement, coordination, training, supervision, and the use of the club manual are consistently strong across schools, reflecting solid structural and administrative commitment.

The findings reveal that the majority of schools demonstrate moderate to strong institutional readiness, with total average scores ranging from 2.71 to 3.46 on a 4-point scale. Four schools—Uttar Mithachari Government Primary School (3.46), Ghativanga Government Primary School (3.44), Hajeepara Government Primary School (3.40), and Chainda Government Primary School (3.35) exhibited the highest levels of preparedness, characterized by strong leadership commitment, active stakeholder engagement, functional governance structures, and embedded gender-responsive practices. These schools represent promising sites for early implementation and potential peer learning models.

However, the assessment also uncovered critical variations in readiness across and within schools. Govt. Ukhiya Multilateral High School recorded the lowest aggregate score (2.71), indicating significant institutional constraints requiring targeted capacity-building interventions before scaling can be responsibly pursued. More importantly, perceptual discrepancies between Headteachers and GESI Focal Persons across multiple schools, particularly in areas such as feedback mechanisms, inclusion practices, communication systems, and material distribution reveal an implementation gap between strategic leadership and operational reality. These differences suggest that while administrative commitment may be strong, the translation of GESI principles into consistent daily practice remains uneven.

Across all schools, several systemic strengths were identified. Governance elements—including leadership (3.50–3.75), encouragement (3.63–3.75), and coordination (3.25–3.63) were consistently rated highly, reflecting a supportive institutional environment for student-led initiatives. Human resource capacity, encompassing knowledge (3.38), training (3.50), and supervision (3.50–3.75), demonstrated that foundational capabilities for facilitating the LIKE Club are present. The strong perceived benefit scores (3.63–3.88) across all respondents indicate widespread recognition of the initiative's value, providing a crucial foundation for stakeholder buy-in and sustainability.

Conversely, the assessment identified systemic gaps that require strategic attention. Monitoring and Evaluation systems emerged as a consistent weakness (2.75–2.88), suggesting that formal mechanisms to track progress, document learning, and inform adaptive management are underdeveloped. Communication received the lowest average scores (2.13–2.88), highlighting

critical deficiencies in information flow among students, teachers, parents, and external stakeholders. Material distribution challenges (2.50–3.13) and moderate curriculum integration (2.75–3.00) further indicate that logistical and structural alignment with mainstream school operations remains incomplete. These findings underscore that while the social and governance foundations for the LIKE Club are largely in place, the technical and operational infrastructure required for sustainable scaling requires deliberate strengthening.

From a scaling science perspective, the findings suggest that the eight schools are positioned at different stages of readiness, necessitating differentiated scaling strategies. Schools with higher readiness scores may be appropriate candidates for early implementation and "scaling out"—expanding the initiative's reach within their student populations. However, achieving sustainable impact will require concurrent attention to "scaling up"—embedding the LIKE Club within formal school policies, improvement plans, and monitoring frameworks—and "scaling deep"—transforming institutional norms, relationships, and practices to ensure that GESI principles become integral to school culture rather than add-on activities.

The perceptual gaps between Headteachers and GESI Focal Persons carry important implications for institutionalization. These differences suggest that institutional readiness is not uniformly experienced or understood across leadership and implementation levels. Sustainable scaling will require mechanisms to align strategic vision with operational practice, ensuring that inclusive principles are consistently enacted in daily school life. Strengthening feedback loops, participatory decision-making, and cross-role communication will be essential to bridge this implementation gap.

Importantly, the study demonstrates that the Institutionalization Tracker serves as an effective diagnostic tool for identifying both strengths and areas requiring support. By generating structured readiness profiles across multiple system dimensions, the tracker enables evidence-based prioritization of interventions and provides a baseline against which progress can be measured over time. The visual representation of scores through radar graphs facilitates stakeholder communication and supports collective sense-making about institutional strengths and challenges.

In conclusion, this research affirms that community schools in Cox's Bazar possess foundational institutional capacities to host student-led GESI initiatives, but sustainable scaling requires more than initial enthusiasm or isolated leadership commitment. It demands systematic strengthening of monitoring systems, communication channels, material supply chains, and curriculum integration, alongside continued investment in inclusive practices and stakeholder engagement. The LIKE Club initiative, with its capability-based framework and structured approach to child well-being, holds significant potential to contribute to gender equality and social inclusion in Bangladeshi schools. However, realizing this potential at scale will depend on the deliberate, evidence-informed, and context-sensitive strengthening of the institutional ecosystems within which student clubs must function. This study provides the empirical foundation for such efforts,

offering both a diagnostic baseline and actionable insights to guide the responsible scaling of the LIKE Club across the eight schools and potentially beyond.

## Recommendations:

Based on the findings of the Institutionalization Tracker and the value-based analysis, the following recommendations are proposed to strengthen institutional readiness and advance the LIKE club initiative from significant to full institutionalization across schools.

- Formally integrate the LIKE club into school policies, annual plans, and official documents.
- Create feedback systems and ensure marginalized students' representation in leadership roles
- Improve coordination and communication between Headteachers and GESI Focal Persons.
- Enhance technological support and ensure timely distribution of materials.
- Strengthen stakeholder engagement, including Adhoc committee, parents, and community leaders.
- Improve curriculum alignment by linking club activities with academic subjects.
- Continue reinforcing gender equality and social inclusion practices.
- Provide targeted technical support to schools with emerging institutional readiness.
- Promote peer learning and experience sharing among schools to strengthen scaling.
- Strengthen Monitoring & Evaluation (M&E) systems with clear tools, indicators, and regular review meetings.

## Limitations

This study relied on self-reported scores from Headteachers and GESI Focal Persons, which may be influenced by subjective perceptions and differences in interpreting the scoring criteria. The assessment was conducted at a single point in time, limiting the ability to capture changes or progress over time. The sample was restricted to eight schools, and only two respondents per school were included, which may limit the generalizability and breadth of perspectives. Additionally, certain elements, such as technological resources and communication systems, were assessed based on perception rather than objective verification. Despite these limitations, the study provides a structured overview of institutional readiness to guide future strengthening efforts. Despite these limitations, the study offers a systematic and structured assessment of institutional readiness and provides valuable evidence to inform strengthening strategies and future scaling efforts.

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## Annex:

### Annex 1: List of the 8 Selected Schools in Cox's Bazar

1. Hajeepara Government Primary School, Cox's Bazar Sadar
2. Chainda Government Primary School, Ramu
3. Pallanpara Government Primary School, Teknaf
4. Uttar Mithachari Government Primary School, Ramu
5. Ramu Kheezaree Government High School, Ramu
6. Government Ukhiya Multilateral High School, Ukhiya
7. Inani Government Primary School, Ukhiya
8. Ghativanga Government Primary School, Moheshkhali

### Annex 2: Questionnaire for Institutionalization Tracker

Name of the School:

Name of the respondent:

Gender:

Designation:

SN	System Building Block	Element	Questions	Score (1-4)	Remarks
1	<b>Functioning</b>	Regularity	Are LIKE Club meetings or activities conducted regularly (e.g., weekly or monthly) as planned?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Participation	Do students actively participate in LIKE Club activities rather than only attending passively?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
2	<b>Governance</b>	Leadership	Are you (as a head teacher or GESI focal teacher) ready to lead the formation and operation of the LIKE club at your school, if basic training is provided?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Encouragement	Are you (as a head teacher or GESI focal person) encouraged and supported by your school administration to establish the LIKE club that promotes values of gender equality and social inclusion among students?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Coordination	Do you think you can be a champion (a leader or main supporter) to help establish and coordinate the LIKE club activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	

		Policy	Are your school's policies (e.g., code of conduct, student discipline, classroom management) aligned with principles of gender equality, social inclusion, and respect?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Planning	Are there any GESI-related activities or programs included in your school's academic year plan or School Improvement Plan (SIP)?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
3	<b>Human Resource</b>	Knowledge	As a head teacher or GESI focal person, have you received or organized any training or orientation sessions on gender equality, social inclusion, or inclusive teaching practices?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Training	Are you and other teachers willing to participate in school-based training on how to establish the LIKE club?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Supervision	Are you (as head teacher or GESI focal teacher) ready to support, supervise, or mentor students through regular follow-up and encouragement to run the LIKE club activities at your school?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
4	<b>Curriculum and Materials</b>	Club Manual	Have you and your school received the LIKE club's manual and activity book (listing all 29 capability-based activities)?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Technological Materials	Does your school have access to multimedia resources (like speakers, printers, microphones, or computers) to help effectively carry out the LIKE club activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Material Distribution	Is your school ready to procure, store, and distribute necessary club materials (e.g., chart paper, pens, markers, posters, crayons) to students to effectively conduct the LIKE club activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Curriculum	Are topics of inclusion, gender equality, child rights, and respect addressed in your existing school curriculum?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Monitoring s Evaluation (MsE)	Does your school have systems or tools (e.g., attendance records, activity log, meeting notes) to help monitor, track, record, or review student participation in extracurricular activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Adjustment	Can your school's routine be adjusted to conduct the LIKE club activities without affecting the students' regular classes or exams?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	

5	<b>Information</b>	Perceived Benefit	Do you believe your school will benefit from the establishment of the LIKE club in promoting leadership, inclusion, and GESI awareness among teachers and students?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Communication	Are there communication channels (e.g., notice board, announcements, messaging groups) to inform students, parents, and municipal officials about upcoming LIKE club activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Feedback	Is there a system (e.g, suggestion box, student council meeting) for students to give ideas or share feedback about LIKE club activities?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
6	<b>Stakeholder Engagement</b>	Opposition	Is there any opposition or resistance from you or others (e.g., skeptical parents fearing clubs harm studies; reluctant teachers to monitor club activities) regarding the establishment of the LIKE club at your school?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Demand generation	Do students in your school show interest in participating or leading school-based activities (e.g., environment club, school events, and awareness campaigns) that promote values like inclusion, respect, and leadership?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Support	Are the parents-teacher association (PTA)/ School Management Committee (SMC) aware and supportive of establishing the LIKE club at your school?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
7	<b>Equality &amp; Inclusion</b>	Inclusion	Are students of all genders, including marginalized students and students with disabilities, encouraged to participate in or lead student-led activities at your school?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	
		Equity	Does your school ensure that no student is excluded from school activities like school events due to gender, religion, caste, ethnicity, disability, or economic status?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>	