

# FGD Report

# 2024

## Assessing Gender Equality and Social Inclusion in Education: A Study on Children's Well-Being in Cox's Bazar, Bangladesh



© Copyright by RDRS Bangladesh, 2024



This work is licensed under a Creative Commons Attribution 4.0 International License  
(CC BY 4.0)

For further details about CC BY licenses are available at <http://creativecommons.org/licenses/by/4.0/>

#### **Disclaimers:**

The project 'Promoting Gender Equality and Social Inclusion in Schools Building on What Children Value and Aspire to Do and Be' is being implemented by RDRS Bangladesh, with support from the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) and the International Development Research Centre (IDRC). The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

## **Abstract**

This study investigates the integration of gender equality and social inclusion within educational settings in Cox's Bazar, Bangladesh, using a well-being framework informed by the capability approach. The research assesses 21 children's well-being indicators, focusing on their alignment with the existing school curriculum and identifying opportunities for fostering inclusivity. Focus group discussions (FGDs) were conducted with 116 students and 16 teachers across eight schools in five Upazilas, capturing perspectives on physical health, mental well-being, autonomy, education, and social relationships.

The findings reveal that foundational well-being indicators, such as physical health, education, and respect, are well-integrated into school practices. However, mental well-being, gender equality, and autonomy are underemphasized. Girls prioritize safety and social relationships, while boys emphasize aspirations and autonomy, highlighting gender-based differences in perceptions. Teachers identified gaps in curriculum design and limited training on gender-sensitive practices as key challenges to achieving inclusive education.

The study concludes with actionable recommendations, including the integration of gender-sensitive content into school curricula, enhanced teacher training, and improved stakeholder collaboration. These findings contribute to the broader discourse on inclusive education in resource-constrained settings, offering strategies to align educational practices with Sustainable Development Goals (SDG 4 and SDG 5). By addressing these gaps, the study provides a pathway for fostering equitable learning environments that prioritize holistic well-being for all students.



## Acknowledgments

This report is based on a survey conducted by RDRS Bangladesh, an output of the project titled “Promoting Gender Equality and Social Inclusion in Schools: Building on What Children Value and Aspire to Do and Be”, funded by the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) and the International Development Research Centre (IDRC).

We would like to express our heartfelt gratitude to the students and teachers of the eight participating schools in Cox’s Bazar for their active engagement and valuable insights during the focus group discussions. This study would not have been possible without their honest reflections and enthusiastic participation.

We also gratefully acknowledge the support of the Upazila Education Offices and local stakeholders, whose cooperation significantly facilitated the fieldwork.

Finally, we express our sincere appreciation to all who contributed to this research.

## Table of Contents

1. Executive Summary	6
2. Introduction	6
3. Background of the Study	7
3.1 The Rationale of the Study	8
3.2 Objectives of the Study	8
4. Methodology	9
4.1 Study Design	9
4.2 Study Method	10
4.3 Sample Size and Technique	10
4.4 Quality Control Measures	11
5. Focus Group Discussion (FGDs) Findings and Discussion:	12
5.1 Students understand the following activities for their well-being	12
5.1.1 Mapping Children’s Well-being Indicators Using the Capability Approach	18
5.1.2 Examining Students’ Understanding of Well-being Indicators	19
5.2 Mapping School Curriculum to Children’s Wellbeing Indicators	20
5.3 Word Cloud of School Mapping through Students and Teachers	31
5.4 Mapping of educational stakeholders	34
5.5 Children's Well-being from Their Examples and Responses:	37
5.6 Teachers' Perspectives on Well-being based on examples and responses	40
6. Recommendations:	41
7. Conclusion:	41
8. References	43

## List of Tables

Table 1:	Students understanding the following activities for their well-being
Table 2:	Understanding the following activities for their well-being boys' ranking and girls' ranking
Table 3:	Gender-Based Differences in Rankings and Point Difference
Table 4:	Teachers' Assessment of Children's Understanding of Well-Being Activities
Table 5:	Students score the activities listed below that are included in their grade's curriculum
Table 6:	The activities listed below are included in their grade's curriculum for boys and girls
Table 7:	Point difference on included in your grade's curriculum for boys and girls.
Table 8:	Teachers assess the following activities included in the grade's curriculum



- Table 9: As an overall student assessment, the following activities are ranked in order of importance to advance social inclusion and gender equality in the classroom.
- Table 10: The following activities are ranked in order of significance to promote social inclusion and gender equality in school boys' and girls' perceptions.
- Table 11: Point Difference of girls and boys score
- Table 12: Teachers' Perceptions: Prioritized Activities for Promoting Gender Equality and Social Inclusion in Schools
- Table 13: Mapping of Educational Stakeholders by Institution/Place (Teachers' Perspectives)
- Table 14: Teachers' Perspectives on Mapping Educational Stakeholders by People Matrix

### **List of Figures**

- Figure 1: Point Difference among boys and girls
- Figure 2: Distribution of Gender Performance Across Categories
- Figure 3: Point difference of boys and girls score
- Figure 4: Word Cloud of School Mapping through Boys Arts
- Figure 5: Word Cloud of School Mapping through Girls Arts
- Figure 6: Word Cloud of School Mapping through Teacher's Arts

## 1. Executive Summary

This report presents the findings from focus group discussions (FGDs) conducted by RDRS Bangladesh with 116 students and 16 teachers across 8 schools in five Upazilas of Cox's Bazar, aimed at assessing children's well-being indicators in schools while promoting gender equality and social inclusion. The discussions highlighted significant barriers to educational equity, including socioeconomic challenges and cultural norms that hinder students' access to quality education. Both students and teachers expressed varying levels of awareness regarding gender equality and social inclusion, emphasizing the need for more targeted educational initiatives to foster understanding and advocacy in these areas. Some teachers shared successful strategies implemented within their classrooms to create inclusive environments, indicating potential models for broader application. The report concludes with actionable recommendations focused on enhancing teacher training, developing inclusive school policies, and encouraging open dialogue between students and teachers to cultivate a supportive educational atmosphere that prioritizes the well-being of all children.

## 2. Introduction

Schools are central to the holistic development of children, providing not only academic instruction but also shaping values, social relationships, and attitudes toward inclusion and equality. Recognizing their role, this study focuses on the integration of gender equality and social inclusion within school environments in Bangladesh, specifically in Cox's Bazar. This research seeks to map children's well-being indicators and assess how these indicators align with the existing school curriculum while identifying opportunities to promote more inclusive educational practices.

Children's well-being encompasses a range of dimensions, including physical health, mental well-being, education, autonomy, and social relationships. The capability approach by Amartya Sen and Martha Nussbaum provides a theoretical lens for understanding how well-being is shaped by opportunities and freedoms available to individuals (Nussbaum, 2011; Sen, 1999). By applying this framework, this study identifies 21 well-being indicators to evaluate the inclusiveness of educational practices. Prior studies highlight the critical role of inclusive curricula and gender-sensitive school environments in reducing disparities, fostering equity, and improving learning outcomes (Unterhalter, 2017; UNESCO, 2020).

Bangladesh faces significant challenges in achieving gender equality in education, particularly in regions like Cox's Bazar, where socio-cultural norms and economic constraints limit girls' access to quality education (BRAC, 2021). Furthermore, gaps in addressing mental health, gender sensitivity, and social-emotional learning within school curricula exacerbate inequities,

leaving many students unprepared to navigate an increasingly interconnected world (UNICEF, 2021; Save the Children, 2022). Evidence suggests that integrating gender-sensitive and inclusive practices into education can enhance student engagement, reduce dropout rates, and foster equitable environments that benefit all students (Chisamya et al., 2012; Aikman & Rao, 2019).

This study employed focus group discussions (FGDs) with 116 students and 16 teachers across eight schools in five Upazilas of Cox's Bazar to explore students' and teachers' perceptions of well-being. The findings reveal that while foundational indicators such as physical health, education, and respect are well-integrated into the school environment, areas such as mental well-being, gender equality, and autonomy require greater emphasis. These results align with research highlighting the persistence of gaps in gender-sensitive approaches and inclusivity in educational settings (Anderson et al., 2020; Global Partnership for Education, 2020).

By examining the alignment between children's well-being indicators and the existing school curriculum, this study contributes to the growing body of literature on inclusive education in low-resource settings. It also provides actionable recommendations for policymakers and educators to design more inclusive, equitable school environments. In doing so, this research not only supports the global commitment to Sustainable Development Goals (SDG 4 and SDG 5) but also advances the broader discourse on equity and inclusion in education systems.

### **3. Background of the Study**

This study, conducted by RDRS Bangladesh in Cox's Bazar, focuses on five Upazilas to assess and enhance gender equality and social inclusion within school environments. Schools play a critical role in shaping children's perceptions of well-being, social norms, and inclusivity, influencing their overall development and integration into society (Hargreaves & Fullan, 2012). The primary goal of this study is to examine how well-being indicators are incorporated into students' educational experiences and evaluate the effectiveness of schools in fostering inclusive spaces where all students, regardless of gender or social background, can thrive (Dockett & Perry, 2009).

Adopting a capability approach (Sen, 1999), the study identifies 21 well-being indicators crucial for the holistic development of children. These include physical health, mental well-being, social relations, personal autonomy, and spiritual well-being, with a particular focus on how gender equality and social inclusion are integrated into each indicator. This approach allows RDRS Bangladesh to create a framework that aligns with the needs and values of

students within the school setting, ensuring that their diverse needs are addressed through inclusive educational practices (Robeyns, 2005).

The methodology of the study involves Focus Group Discussions (FGDs) with students and teachers. Student FGDs explore their understanding of well-being activities, the extent to which the curriculum includes gender-sensitive and inclusive content, and how such activities contribute to promoting equality (Morrell et al., 2009). Teacher FGDs focus on curriculum coverage, students' knowledge, and the role of educational stakeholders in fostering an inclusive learning environment (UNESCO, 2017).

Ultimately, this research aims to bridge the gap between current educational practices and the well-being needs of students. The findings of the study will provide crucial insights for educators, policymakers, and stakeholders, supporting the development of a school curriculum and environment that nurtures the holistic growth of all students, while ensuring that the principles of gender equality and social inclusion are integrated into every aspect of education (Aikman & Unterhalter, 2005).

### **3.1 The Rationale of the Study**

This study aims to assess children's well-being in schools, focusing on gender equality and social inclusion, to address existing gaps that affect marginalized and rural students. An inclusive school environment enhances student engagement, reduces dropouts, and fosters healthier social interactions. By examining these factors across five Upazilas in Cox's Bazar, this study will identify challenges and support evidence-based interventions to create more equitable and supportive educational settings. The findings will contribute to policies that align with SDG 4 and SDG 5, promoting inclusive and quality education for all.

### **3.2 Objectives of the Study**

The primary objective of this study is to explore and analyze various dimensions of children's well-being within the context of their educational environment. Specifically, the study aims to:

- **Map Children's Well-being Indicators:** Identify potential indicators of children's well-being informed by the capability approach.
- **Examine Students' Understanding:** Explore how students perceive and understand their well-being indicators.
- **Explore Children's Perspectives:** Investigate children's personal experiences and meanings of well-being.
- **Map Curriculum to Well-being Indicators:** Assess how the school curriculum aligns with children's well-being indicators.

- Analyze Curriculum and Children’s Understanding: Examine the connection between children’s understanding of well-being and the curriculum.
- List Valued Well-being Indicators: Identify the well-being indicators children prioritize.
- List Valued School Entities: Identify the school aspects children value most for their well-being.

## **4. Methodology**

This section describes the study design, method, sample size and techniques, and quality control measures implemented to ensure the reliability and validity of the data collected during the focus group discussions (FGDs) conducted in October 2024. Field visits carried out from October 2 to October 24, were crucial for data collection and site observations by RDRS Bangladesh in Cox’s Bazar.

### **4.1 Study Design**

The study was designed as a qualitative exploratory assessment to capture the perspectives of students and teachers on well-being indicators in the school context. It aimed to examine how these indicators align with principles of gender equality and social inclusion while exploring their relevance to students' personal, academic, and social experiences. Qualitative research was chosen for its ability to delve deeply into participants' lived experiences and subjective interpretations, which are central to understanding complex phenomena such as well-being (Patton, 2002).

The research framework focused on 21 well-being indicators, covering physical, mental, social, and emotional dimensions, as well as elements of autonomy, aspiration, and inclusivity. These indicators served as the foundation for evaluating how schools support children’s overall well-being and how inclusive practices are integrated into their curriculum.

To achieve these objectives, the study employed focus group discussions (FGDs) as the primary data collection method. FGDs were chosen because they provide a structured yet flexible platform for participants to express their views and experiences, while also allowing interaction among participants to uncover shared meanings and differences (Morgan, 1997). Separate FGDs were conducted with students and teachers to ensure that insights were gathered from both groups, offering a comprehensive understanding of school practices and their impact on well-being.

The student FGDs focused on their understanding of well-being indicators, lived experiences, and the reflection of these indicators in their school curriculum. For teachers, the discussions emphasized their observations of students' well-being, their role in fostering inclusive education, and their perceptions of curriculum alignment with well-being principles. Both groups were asked to rank the importance of these indicators in fostering gender equality and social inclusion in schools.

This design aligns with the principles of qualitative research, which emphasize depth over breadth and prioritize contextually rich insights. It was particularly well-suited for this study, as qualitative methods are ideal for exploring social and educational processes that are complex, nuanced, and context-dependent (Creswell & Poth, 2018). The findings are intended to provide actionable insights into how schools can better integrate well-being indicators into their practices to create environments that are inclusive, equitable, and supportive of students' holistic development.

## **4.2 Study Method**

The study utilized focus group discussions (FGDs) as the primary data collection method to gain insights from students and teachers. Separate FGDs were conducted to explore:

- Students' understanding of well-being activities.
- Inclusion of well-being indicators in the school curriculum.
- Ranking of indicators for promoting gender equality and social inclusion.

A semi-structured guide was used to ensure consistency across discussions while allowing participants to share freely. Trained moderators facilitated the sessions, maintaining focus and fostering a safe environment for open dialogue. FGDs were chosen for their ability to generate rich, context-specific data through interactive group discussions (Krueger & Casey, 2015; Morgan, 1997).

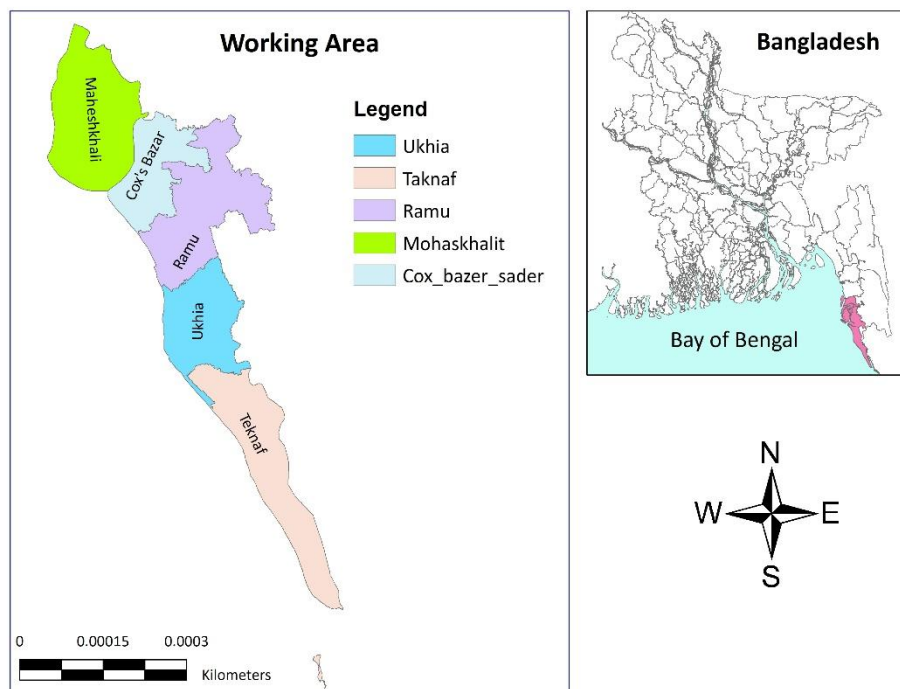
## **4.3 Sample Size and Technique**

The sample was selected using purposeful sampling to ensure a balanced representation across genders and educational roles. Purposeful sampling is widely used in qualitative research to identify participants who can provide rich and relevant data for the study (Teddlie & Yu, 2007).

- Students: A total of 116 students (58 boys and 58 girls) were selected, with two students (one boy and one girl) chosen from each class across the participating

schools. This ensured gender representation and included diverse perspectives from various grade levels.

- Teachers:  
A total of 16 teachers (8 male and 8 female)



participated, with two teachers (one male and one female) selected from each school. This ensured balanced insights from both male and female members of the teaching staff.

This sampling structure was designed to capture a wide range of viewpoints while keeping the number of participants manageable for in-depth qualitative analysis. By involving both students and teachers, the study aimed to gather a comprehensive understanding of well-being indicators and their relevance to gender equality and social inclusion in schools.

#### 4.4 Quality Control Measures

To ensure the quality and reliability of the data collected, several quality control measures were implemented:

- Standardized FGD Guide: A semi-structured guide was used across all FGDs to maintain consistency in questions and topics covered, ensuring that the data gathered is comparable across groups.
- Pilot Testing: A pilot FGD was conducted to refine the questions and format, ensuring that they were easily understood by participants and that they effectively captured the information needed for the study.

- Quality Assurance Review: After each FGD session, a review was conducted by the RDRS MEL team to check for completeness and consistency of responses, ensuring any gaps or ambiguities were addressed.

## 5. Focus Group Discussion (FGDs) Findings and Discussion:

The Focus Group Discussions conducted across 8 schools in five Upazilas of Cox's Bazar, involving 116 students (58 boys and 58 girls) and 16 teachers (8 male and 8 female), revealed significant insights into children's well-being indicators and curriculum integration. The findings indicate that students showed a strong understanding of basic well-being concepts such as education, physical health, and nutrition while demonstrating lower comprehension of complex indicators like economic exploitation, personal autonomy, and gender equality. Teachers identified notable gaps in curriculum coverage, particularly in areas of mental health awareness and gender equality concepts. The study found that while physical infrastructure like classrooms and playgrounds were present in most schools, there were significant needs for improvement in sanitation facilities, learning materials, and inclusive facilities. Both students and teachers prioritized education and physical health as key well-being indicators, though girls tended to place higher emphasis on personal safety and mental well-being compared to boys' focus on physical health and social relations. Teachers recommended curriculum revision, enhanced training programs, and improved stakeholder engagement as crucial steps for better integration of well-being concepts in education.

### 5.1 Students understand the following activities for their well-being

Table 1 illustrates that the highest-ranked domains among students (both boys and girls combined) are Respect, Aspiration, and Love and Care, all scoring above 90 out of 116. This indicates these domains are universally valued among children and are potentially essential indicators of well-being.

Lower-ranked domains for students include Gender Equality and Social Inclusion Curriculum, Mental Well-being, and Religion and Identity, suggesting these areas might receive less focus or hold less perceived importance among children in terms of well-being.

**Table 1: Students understand the following activities for their well-being**

Domains (Students = Boys + Girls)	Points (Out of 116)	Scale to 1	Rank
Respect	109	0.94	1
Aspiration	106	0.91	2
Love and Care	105	0.91	3
Life/Physical Health	103	0.89	4

Domains (Students = Boys + Girls)	Points (Out of 116)	Scale to 1	Rank
Education	100	0.86	5
Nutritional Well-Being	97	0.84	6
Spirituality	92	0.79	7
Leisure Activities	91	0.78	8
Social Relations	89	0.77	9
Participation	83	0.72	10
Shelter and Environment	83	0.72	11
Time Autonomy	82	0.71	12
Personal Autonomy	81	0.70	13
Freedom from Economic/Non-Economic Exploitation	79	0.68	14
Mobility	78	0.67	15
Bodily Integrity	75	0.65	16
Plan/Imagine and Think	75	0.65	17
Gender Equality and Social Inclusion Curriculum	69	0.59	18
Mental Well-being	64	0.55	19
Understand and interpret	62	0.53	20
Religion and Identity	41	0.35	21
<b>Average Point</b>	<b>84</b>		

Table 2, the difference in ranking between boys and girls

- Top Domain for Boys: "Aspiration" ranks highest for boys, scoring 57 out of 58 (scale of 0.98), which indicates that boys place significant value on future-oriented goals and aspirations.

**Table 2: Understanding the following activities for their well-being boys' ranking and girls' ranking**

Boys Ranking				Girls Ranking			
Domains (Boys)	Points (Out of 58)	Scale to 1	Rank	Domains (Girls)	Points (Out of 58)	Scale to 1	Rank
Aspiration	57	0.98	1	Love and Care	56	0.97	1
Respect	53	0.91	2	Respect	56	0.97	2
Education	51	0.88	3	Life/Physical Health	53	0.91	3
Life/Physical Health	50	0.86	4	Education	49	0.84	4
Nutritional Well-Being	50	0.86	5	Plan/Imagine and Think	49	0.84	5
Love and Care	49	0.84	6	Social Relations	48	0.83	6
Spirituality	47	0.81	7	Nutritional Well-Being	47	0.81	7

Boys Ranking				Girls Ranking			
Domains (Boys)	Points (Out of 58)	Scale to 1	Rank	Domains (Girls)	Points (Out of 58)	Scale to 1	Rank
Leisure Activities	46	0.79	8	Religion and Identity	46	0.79	8
Personal Autonomy	44	0.76	9	Leisure Activities	45	0.78	9
Time Autonomy	44	0.76	10	Freedom from Economic/Non-Economic Exploitation	43	0.74	10
Shelter and Environment	42	0.72	11	Participation	42	0.72	11
Religion and Identity	41	0.71	12	Aspiration	41	0.71	12
Participation	41	0.71	13	Mobility	40	0.69	13
Social Relations	41	0.71	14	Bodily Integrity	38	0.66	14
Plan/Imagine and Think	41	0.71	15	Understand and Interpret	38	0.66	15
Mobility	38	0.66	16	Shelter and Environment	37	0.64	16
Bodily Integrity	37	0.64	17	Gender Equality and Social Inclusion Curriculum	35	0.60	17
Freedom from Economic/Non-Economic Exploitation	36	0.62	18	Personal Autonomy	34	0.59	18
Gender Equality and Social Inclusion Curriculum	35	0.60	19	Time Autonomy	34	0.59	19
Understand and Interpret	33	0.57	20	Mental Well-being	32	0.55	20
Mental Well-being	32	0.55	21	Spirituality	29	0.50	21
<b>Average Point</b>	<b>43.24</b>			<b>Average Point</b>	<b>42.48</b>		

- Top Domain for Girls: "Love and Care" ranks highest for girls, scoring 56 out of 58 (scale of 0.97), suggesting girls emphasize affection and supportive relationships as key aspects of well-being.
- Shared Importance: Domains like Respect and Life/Physical Health are highly ranked by both genders, though specific preferences differ, reflecting nuanced views on well-being.

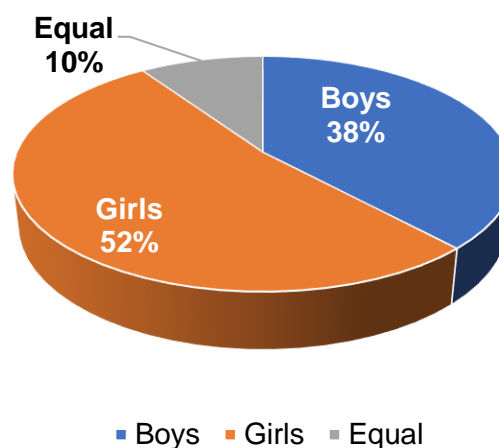
**Table 3: Gender-Based Differences in Rankings and Point Difference**

Point Difference					
Themes	Difference (Boys- Girls)	Highest	Themes	Difference (Boys - Girls)	Highest
Life/Physical Health	-3	Girls	Nutritional Well-Being	3	Boys
Religion and Identity	-5	Girls	Mobility	-2	Girls
Love and Care	-7	Girls	Spirituality	18	Boys
Mental Well-being	0	Equal	Understand and Interpret	-5	Girls
Participation	-1	Girls	Time Autonomy	10	Boys
Education	2	Boys	Plan/Imagine and Think	-8	Girls
Bodily Integrity	-1	Girls	Aspiration	16	Boys
Social Relations	-7	Girls	Shelter and Environment	5	Boys
Freedom from Economic/Non Economic Exploitation	-7	Girls	Personal Autonomy	10	Boys
Respect	-3	Girls	Gender Equality and Social Inclusion Curriculum	0	Equal
Leisure Activities	1	Boys			

Table 3 illustrates that-

- Domains Where Girls Scored Higher: In domains like Life/Physical Health, Religion and Identity, and Love and Care, girls had higher points or rankings, indicating these themes resonate more strongly with them.
- Domains Where Boys Scored Higher: Boys scored higher in areas such as Freedom from Economic/Non-Economic Exploitation, Bodily Integrity, and Time Autonomy, reflecting these as key well-being aspects from a boy's perspective.

The largest point difference is observed in Freedom from Economic/Non-Economic Exploitation (+18 points in favor of boys), suggesting that boys place greater emphasis on the importance of economic independence and freedom from exploitation as part of their well-being.



**Figure 1: Point Difference among boys and girls**

The pie chart shows the distribution of frequency among boys, girls, and those marked as equal. Here's the interpretation and point difference:

- Girls make up the largest proportion at 52%.
- Boys account for 38%.
- Equal represents 10%.

The point difference between boys and girls is 14% (52% for girls - 38% for boys). This indicates that girls have a higher frequency compared to boys by a significant margin in this context.

### Average Points and General Trends

- Average Points: The average points are slightly higher for boys (43.24) than for girls (42.48), showing a marginal difference in how each gender perceives overall well-being.
- Themes with Equal Point Differences: Mental Well-being and Gender Equality and Social Inclusion Curriculum show equal scoring for both boys and girls, indicating a balanced perception or prioritization of these domains across genders.

From Table 4, according to the teachers' assessment of students' awareness and understanding of well-being activities in their curriculum, there is a clear hierarchy in students' comprehension across different domains. The data reveals that students across all grades demonstrate the

**Table 4: Teachers' Assessment of Children's Understanding of Well-Being Activities**

Domains (Teachers)	Points (Out of 116)	Scale to 1	Rank
Life/Physical Health	95	0.82	1
Respect	92	0.79	2
Spirituality	92	0.79	3
Leisure Activities	89	0.77	4
Love and Care	86	0.74	5
Nutritional Well-Being	84	0.72	6
Shelter and Environment	79	0.68	7
Religion and Identity	76	0.66	8
Time Autonomy	76	0.66	9
Mental Well-being	70	0.60	10
Mobility	70	0.60	11
Plan/Imagine and Think	69	0.59	12
Gender Equality and Social Inclusion Curriculum	68	0.59	13
Social Relations	65	0.56	14

Domains (Teachers)	Points (Out of 116)	Scale to 1	Rank
Aspiration	65	0.56	15
Understand and Interpret	63	0.54	16
Personal Autonomy	61	0.53	17
Participation	60	0.52	18
Freedom from Economic/Non-Economic Exploitation	59	0.51	19
Education	47	0.41	20
Bodily Integrity	35	0.30	21
<b>Average Point</b>	<b>71.48</b>		

strongest understanding of Life/Physical Health (0.82) and Respect (0.79), suggesting these concepts are effectively communicated and absorbed throughout the curriculum. Spirituality (0.79) and Leisure Activities (0.77) also show high levels of student comprehension, indicating these domains are well-integrated into students' educational experience. Mid-range understanding is observed in domains like Love and Care (0.74), Nutritional Well-Being (0.72), and Shelter and Environment (0.68), suggesting moderate effectiveness in conveying these concepts to students. However, more complex or abstract concepts such as Gender Equality (0.59), Social Relations (0.56), and Personal Autonomy (0.53) show lower levels of student understanding, particularly in younger grades. Notably concerning is the relatively low student awareness of Education (0.41) and Bodily Integrity (0.30) across all grades, which might indicate these crucial aspects need more explicit and grade-appropriate integration into the curriculum. The average point of 71.48, based on teachers' assessment, indicates that while teachers believe students have a solid grasp of basic well-being concepts, there is room for further development in students' understanding of more complex and abstract domains. This suggests that, while students demonstrate competence in foundational well-being concepts, more targeted efforts may be needed, especially in higher grades where abstract thinking and deeper comprehension are expected. This gap between the assessment of basic concepts and more complex ones may reflect the need for adjustments in teaching strategies to improve comprehension of challenging topics, particularly in the more abstract areas of well-being.

### Implications for Well-being Assessment

- The data reveal that children's well-being indicators can vary significantly between boys and girls, suggesting that a one-size-fits-all approach may not be effective. Programs aiming to enhance well-being may need to account for these gender-based preferences to address both universal and gender-specific needs more effectively.

- A chapter focused on overall children’s well-being could highlight these differences while acknowledging domains with shared significance, such as Respect, Love, and Care, as fundamental indicators of children’s well-being.

This analysis provides insight into the distinct well-being priorities of boys and girls, aiding in the development of a nuanced well-being framework informed by the capability approach.

### 5.1.1 Mapping Children’s Well-being Indicators Using the Capability Approach

The capability approach, developed by Amartya Sen and Martha Nussbaum, emphasizes expanding individuals’ freedoms and opportunities to achieve well-being. In the context of children’s well-being, this approach focuses on creating conditions that enable children to realize their potential and make choices that contribute to their development. The domains ranked by students provide insights into the key capabilities they value, suggesting how schools, families, and communities can support these aspects to foster overall well-being.

- **Life/Physical Health:** Consistently ranked highly by both boys and girls, Life/Physical Health aligns with the capability of bodily health. This indicates that children recognize physical well-being as foundational to their overall quality of life, encompassing nutrition, fitness, and healthcare access.
- **Respect:** Both boys and girls value respect, highlighting a capability related to social acknowledgment and respect for individual dignity. This indicator shows children’s desire for a respectful environment that treats them with value and fairness, enabling them to develop self-respect and confidence.
- **Love and Care:** Especially important for girls, Love and Care reflect the capability of emotional well-being, including supportive relationships and a nurturing environment. This indicator suggests that a secure and affectionate social network is critical to children’s emotional health and personal growth.
- **Aspiration and Education:** For boys, Aspiration ranks the highest, pointing to a capability related to personal agency and future planning. This domain, along with Education, emphasizes the importance of developing skills and knowledge that empower children to pursue their aspirations. The capability approach here advocates for educational opportunities that enable children to envision and work towards meaningful goals.
- **Social Relations:** Girls place a strong emphasis on Social Relations, underscoring the capability of social connection and inclusion. This domain points to the importance of friendships, community, and positive social interactions that foster a sense of belonging and support.

- **Mental Well-being:** Mental well-being is ranked equally by boys and girls, reflecting the capability of psychological health and resilience. This indicator underscores the need for environments that promote mental stability and coping skills, supporting children's emotional balance and resilience in the face of challenges.
- **Autonomy and Freedom from Exploitation:** Boys particularly value autonomy-related indicators like **Personal Autonomy** and **Freedom from Economic/Non-Economic Exploitation**, highlighting the importance of independence, protection from harm, and the freedom to make choices. These capabilities suggest that children value the freedom to express themselves, exercise personal control, and be shielded from exploitative situations.

### 5.1.2 Examining Students' Understanding of Well-being Indicators

This section explores how students perceive their well-being indicators, showing their implicit understanding of what contributes to a fulfilling and empowered life. By analyzing their priorities, we gain insights into children's awareness of their own well-being needs.

- **Health and Safety as Foundational:** Students' high ranking of Life/Physical Health and Respect reflects an understanding that basic health and safety are essential to their well-being. This suggests that children are aware of the importance of physical health as a primary enabler of other activities and achievements.
- **Value of Emotional Support and Connection:** The emphasis girls place on Love and Care and Social Relations indicates a deep understanding of the role emotional support plays in their well-being. Girls' prioritization of these domains suggests that they recognize the value of supportive relationships for personal growth and emotional security.
- **Aspiration and Goal-Setting:** Boys' high ranking of Aspiration reveals an awareness of the significance of setting and working towards personal goals. This understanding of well-being indicates that boys associate personal agency and future orientation with overall happiness and self-worth, an essential capability in the capability approach.
- **Desire for Autonomy and Freedom from Harm:** Boys' prioritization of Freedom from Economic/Non-Economic Exploitation highlights a desire for autonomy and safety. This suggests that boys value the freedom to act independently and make choices in a safe environment, aligning with the capability of personal security and self-determination.
- **Balanced View of Mental Well-being:** Both boys and girls rank Mental Well-being similarly, indicating a shared understanding of the importance of mental health. This shared emphasis suggests that students recognize psychological stability as a key



component of their well-being, pointing to the need for supportive environments that enhance mental resilience.

### Summary of Key Well-being Indicators Informed by Capability Approach

Informed by the capability approach, these rankings highlight a comprehensive set of well-being indicators valued by children:

- **Physical Health:** Essential for overall functioning and well-being.
- **Respect and Dignity:** Core to social interactions and self-worth.
- **Emotional Support and Love:** Important for building resilience and security.
- **Aspirational Goals and Education:** Vital for personal development and future planning.
- **Social Connections:** Foundational to social belonging and community inclusion.
- **Mental Health:** Central to coping skills and emotional balance.
- **Autonomy and Protection:** Necessary for freedom from exploitation and safe decision-making.

These indicators reflect children’s implicit understanding of well-being as encompassing health, relationships, personal growth, and autonomy. By supporting these capabilities, educational and social programs can better address the multifaceted nature of children’s well-being, fostering an environment that nurtures both individual potential and a supportive community.

## 5.2 Mapping School Curriculum to Children’s Wellbeing Indicators

In the context of promoting gender equality and social inclusion, curriculum mapping is vital for aligning the existing school curriculum with children’s well-being indicators. This process helps identify how well the curriculum meets the diverse needs of all students, particularly those from marginalized backgrounds. By evaluating the curriculum against these indicators, educators and policymakers can pinpoint gaps and enhance educational practices to foster a more inclusive and supportive learning environment. Effective curriculum mapping ensures that all students are equipped to thrive in their academic experiences.

**Table 5: Students score the activities listed below that are included in their grade's curriculum**

Domains (Students - Boys + Girls)	Points (Out of 116)	Rank
Respect	99	1
Nutritional Well-Being	96	2
Education	92	3
Spirituality	92	4
Religion and Identity	91	5

Domains (Students - Boys + Girls)	Points (Out of 116)	Rank
Shelter and Environment	90	6
Love and Care	85	7
Social Relations	82	8
Life/Physical Health	81	9
Participation	76	10
Time Autonomy	75	11
Leisure Activities	74	12
Gender Equality and Social Inclusion Curriculum	71	13
Mental Well-being	69	14
Freedom from Economic/Non-Economic Exploitation	69	15
Plan/Imagine and Think	69	16
Aspiration	69	17
Personal Autonomy	69	18
Mobility	61	19
Bodily Integrity	60	20
Understand and Interpret	59	21

**Table 5** shows how students (both boys and girls) identify the presence of well-being activities in their curriculum. The highest scores were given to Respect (99 points), Nutritional Well-Being (96 points), and Education (92 points), indicating that students perceive these areas as strongly represented. Spirituality (92 points) and Religion and Identity (91 points) also scored highly. In contrast, Mobility (61 points), Bodily Integrity (60 points), and Understand and Interpret (59 points) had lower scores, suggesting these concepts may be less clearly included or underrepresented in the curriculum. This data reflects how students identify the presence of well-being activities in their curriculum, with higher recognition for physical, social, and cultural well-being concepts, and lower recognition for more abstract or complex domains. This information can help educators better understand which aspects of the well-being curriculum are more visible to students and which areas might need more focused inclusion or clearer communication.

**Table 6: The activities listed below are included in their grade's curriculum for boys and girls**

Boys Ranking				Girls Ranking			
Domains (Boys)	Points (Out of 58)	Scale to 1	Rank	Domains (Girls)	Points (Out of 58)	Scale to 1	Rank
Respect	47	0.81	1	Respect	52	0.90	1
Nutritional Well-Being	47	0.81	2	Nutritional Well-Being	49	0.84	2
Education	46	0.79	3	Religion and Identity	47	0.81	3

Boys Ranking				Girls Ranking			
Domains (Boys)	Points (Out of 58)	Scale to 1	Rank	Domains (Girls)	Points (Out of 58)	Scale to 1	Rank
Spirituality	46	0.79	4	Love and Care	47	0.81	4
Religion and Identity	44	0.76	5	Education	46	0.79	5
Shelter and Environment	44	0.76	6	Spirituality	46	0.79	6
Social Relations	39	0.67	7	Shelter and Environment	46	0.79	7
Life/Physical Health	38	0.66	8	Life/Physical Health	43	0.74	8
Love and Care	38	0.66	9	Social Relations	43	0.74	9
Leisure Activities	38	0.66	10	Participation	41	0.71	10
Freedom from Economic/Non-Economic Exploitation	37	0.64	11	Mental Well-being	38	0.66	11
Time Autonomy	37	0.64	12	Time Autonomy	38	0.66	12
Participation	35	0.60	13	Gender Equality and Social Inclusion Curriculum	38	0.66	13
Plan/Imagine and Think	34	0.59	14	Mobility	37	0.64	14
Personal Autonomy	34	0.59	15	Aspiration	37	0.64	15
Gender Equality and Social Inclusion Curriculum	33	0.57	16	Leisure Activities	36	0.62	16
Aspiration	32	0.55	17	Plan/Imagine and Think	35	0.60	17
Mental Well-being	31	0.53	18	Personal Autonomy	35	0.60	18
Bodily Integrity	29	0.50	19	Freedom from Economic/Non-Economic Exploitation	32	0.55	19
Understand and interpret	28	0.48	20	Bodily Integrity	31	0.53	20
Mobility	24	0.41	21	Understand and interpret	31	0.53	21
<b>Average Point</b>	<b>37.19</b>			<b>Average Point</b>	<b>40.38</b>		

Table 6 compares the rankings and points of well-being activities in the curriculum for boys and girls. Both boys and girls ranked Respect and Nutritional Well-Being as the top two domains, although girls gave slightly higher scores for these areas, with an average point of 40.38 compared to boys' 37.19. Other high-ranking domains for both genders included Religion and Identity, Spirituality, and Love and Care. Notably, while boys ranked Religion and Identity and Spirituality higher, girls gave Love and Care a stronger ranking.

In terms of lower-ranked domains, Mobility and Bodily Integrity received the lowest scores for both boys and girls, indicating that these activities may be less emphasized in the curriculum for both groups. Overall, the differences in scores suggest that while both boys and girls recognize the presence of these well-being activities, girls can connect the curriculum and well-being indicators better than boys.

**Table 7: Point difference on included in your grade's curriculum for boys and girls.**

Point Difference					
Themes	Difference (Boys - Girls)	Highest	Themes	Difference (Boys - Girls)	Highest
Life/Physical Health	-5	Girls	Nutritional Well-Being	-2	Girls
Religion and Identity	-3	Girls	Mobility	-13	Girls
Love and Care	-9	Girls	Spirituality	0	Boys
Mental Well-being	-7	Girls	Understand and Interpret	-3	Girls
Participation	-6	Girls	Time Autonomy	-1	Girls
Education	0	Equal	Plan/Imagine and Think	-1	Girls
Bodily Integrity	-2	Girls	Aspiration	-5	Girls
Social Relations	-4	Girls	Shelter and Environment	-2	Girls
Freedom from Economic/Non-Economic Exploitation	5	Boys	Personal Autonomy	-1	Girls
Respect	-5	Girls	Gender Equality and Social Inclusion Curriculum	-5	Girls
Leisure Activities	2	Boys			

The table appears to show gender differences across various themes and aspects of well-being, with negative numbers indicating higher scores for girls and positive numbers indicating higher scores for boys. Girls show stronger outcomes in the vast majority of categories (18 out of 22), while boys lead in only 3 categories, with 1 category showing equal scores.

Girls particularly excel in mobility (13 points higher), love and care (9 points higher), and mental well-being (7 points higher). They also show notably better outcomes in

areas like participation, life/physical health, respect, aspiration, and gender equality/social inclusion, each with 5-6 point advantages.

The only areas where boys score higher are freedom from exploitation (5 points higher) and leisure activities (2 points higher). Education stands out as the single category with completely equal scores between genders. Most other categories show modest advantages for girls, typically ranging from 1-3 points.

This data suggests a clear pattern where girls generally demonstrate better outcomes across most measured aspects of well-being and development, particularly in areas related to social connection, personal growth, and overall wellness.

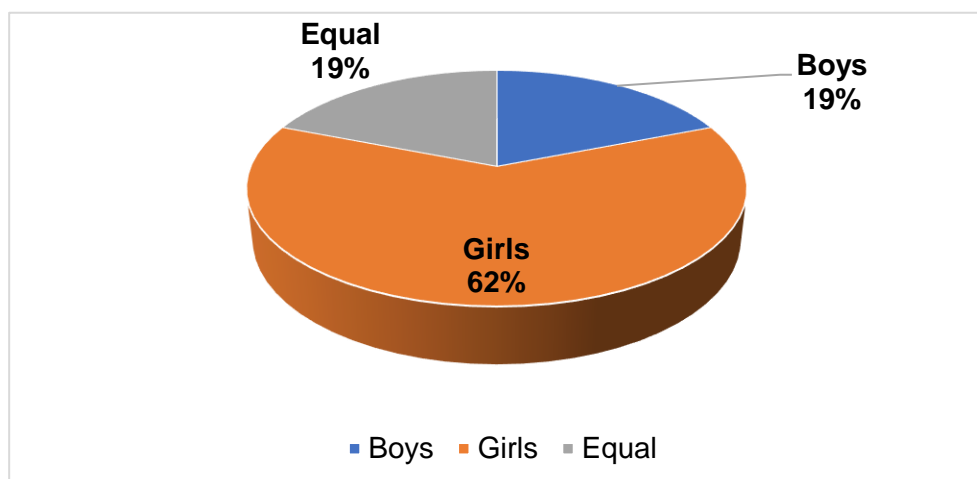
Figure 2, The pie chart provides a striking visual representation of the gender performance distribution across categories. Here's what we can observe:

The dominant pink section (82%) representing girls' leadership in 18 categories occupies the vast majority of the pie, illustrating their clear advantage across most measured dimensions.

The blue section (14%) representing boys' leadership in just 3 categories shows a relatively small portion, highlighting the significant gender gap.

The gray section (4%) representing equal performance in 1 category (education) is barely visible, indicating how rare it is for categories to show gender parity.

This visualization effectively emphasizes the substantial imbalance in performance across categories, with girls showing stronger outcomes in more than four-fifths of all measured areas.



**Figure 2: Distribution of Gender Performance Across Categories**

**Table 8: Teachers assess the following activities included in the grade's curriculum**

Domains (Teachers)	Points (Out of 116)	Scale to 1	Rank
Respect	94	0.81	1
Life/Physical Health	90	0.78	2
Religion and Identity	89	0.77	3
Education	87	0.75	4
Participation	85	0.73	5
Nutritional Well-Being	78	0.67	6
Leisure Activities	77	0.66	7
Spirituality	76	0.66	8
Love and Care	74	0.64	9
Time Autonomy	73	0.63	10
Social Relations	70	0.60	11
Gender Equality and Social Inclusion Curriculum	68	0.59	12
Mobility	68	0.59	13
Shelter and Environment	67	0.58	14
Plan/Imagine and Think	66	0.57	15
Mental Well-being	65	0.56	16
Personal Autonomy	61	0.53	17
Understand and Interpret	58	0.50	18
Aspiration	57	0.49	19
Freedom from Economic/Non-Economic Exploitation	54	0.47	20
Bodily Integrity	51	0.44	21

**Table 8** ranks school curriculum domains by teachers' ratings, showing which areas receive the most focus. The top priorities include Respect, Life/Physical Health, and Religion and Identity, indicating a strong emphasis on social values and personal health. Education and Participation follow closely, reflecting the importance of academic learning and student engagement. Mid-priority domains, like Nutritional Well-Being and Leisure Activities, show moderate emphasis on overall well-being and balanced development. Gender Equality and Social Inclusion, while included, ranks lower, suggesting room for improvement in promoting inclusivity. Lower-priority areas, such as Bodily Integrity and Freedom from Exploitation, may be challenging to address routinely but remain essential. This ranking highlights the curriculum's strengths in foundational values while pointing to potential areas for greater focus on inclusivity and protection.

The **Curriculum Mapping Analysis Report** serves as a vital tool for educators and policymakers, illustrating both the strengths and weaknesses in current educational practices regarding children's well-being. By implementing the recommended actions and strategies, schools can foster a more balanced and inclusive curriculum that effectively promotes the

holistic well-being of all students. This proactive approach not only addresses existing gaps but also paves the way for a healthier, more supportive educational environment.

**Table 9: As an overall student assessment, the following activities are ranked in order of importance to advance social inclusion and gender equality in the classroom.**

<b>Cumulative Ranking</b>			
<b>Themes</b>	<b>Points (Out of 160)</b>	<b>Scale to 1</b>	<b>Rank</b>
Religion and Identity	160	1.00	1
Education	160	1.00	2
Respect	160	1.00	3
Nutritional Well-Being	160	1.00	4
Spirituality	160	1.00	5
Aspiration	159	0.99	6
Love and Care	158	0.99	7
Social Relations	156	0.98	8
Shelter and Environment	155	0.97	9
Time Autonomy	154	0.96	10
Gender Equality and Social Inclusion Curriculum	154	0.96	11
Life/Physical Health	153	0.96	12
Plan/Imagine and Think	148	0.93	13
Bodily Integrity	148	0.93	14
Personal Autonomy	147	0.92	15
Mobility	145	0.91	16
Participation	143	0.89	17
Mental Well-being	149	0.93	18
Freedom from Economic/Non-Economic Exploitation	149	0.93	19
Understand and Interpret	149	0.93	20
Leisure Activities	131	0.82	21
<b>Average Point</b>	<b>152.29</b>		

**Table 9** ranks activities within school curricula by their importance in promoting gender equality and social inclusion, based on teachers' cumulative scores out of 160 points. Religion and Identity, Education, Respect, Nutritional Well-Being, and Spirituality all received a perfect score, indicating they are viewed as essential foundations for fostering an inclusive environment. High rankings of themes like Aspiration, Love and Care, and Social Relations suggest a strong focus on supportive and aspirational aspects of student development.

Mid-ranked themes, such as Time Autonomy, Gender Equality and Social Inclusion Curriculum, and Life/Physical Health, indicate consistent attention but slightly lower

prioritization. Notably, the dedicated Gender Equality and Social Inclusion Curriculum holds the 11th position, showing it as a key, though not topmost, factor.

Lower-priority themes, including Leisure Activities, ranked last, reflect areas considered less central to inclusion efforts but still relevant. With an average score of approximately 152, the table reflects a robust emphasis on values and support systems, highlighting foundational and aspirational elements as vital in advancing gender equality and social inclusion in schools.

**Table 10: The following activities are ranked in order of significance to promote social inclusion and gender equality in school boys' and girls' perceptions.**

Boys Ranking				Girls Ranking			
Themes	Points (Out of 80)	Scale to 1	Rank	Themes	Points (Out of 80)	Scale to 1	Rank
Religion and Identity	80	1.00	1	Religion and Identity	80	1.00	1
Love and Care	80	1.00	2	Education	80	1.00	2
Education	80	1.00	3	Respect	80	1.00	3
Respect	80	1.00	4	Nutritional Well-Being	80	1.00	4
Nutritional Well-Being	80	1.00	5	Spirituality	80	1.00	5
Spirituality	80	1.00	6	Social Relations	79	0.99	6
Aspiration	80	1.00	7	Life/Physical Health	79	0.99	7
Social Relations	77	0.96	8	Aspiration	79	0.99	8
Freedom from Economic/Non-Economic Exploitation	76	0.95	9	Shelter and Environment	79	0.99	9
Time Autonomy	76	0.95	10	Gender Equality and Social Inclusion Curriculum	79	0.99	10
Shelter and Environment	76	0.95	11	Love and Care	78	0.98	11
Understand and Interpret	75	0.94	12	Bodily Integrity	78	0.98	12
Gender Equality and Social Inclusion Curriculum	75	0.94	13	Time Autonomy	78	0.98	13
Life/Physical Health	74	0.93	14	Mental Well-being	76	0.95	14
Mental Well-being	73	0.91	15	Plan/Imagine and Think	76	0.95	15

Boys Ranking				Girls Ranking			
Themes	Points (Out of 80)	Scale to 1	Rank	Themes	Points (Out of 80)	Scale to 1	Rank
Personal Autonomy	73	0.91	16	Participation	74	0.93	16
Plan/Imagine and Think	72	0.90	17	Mobility	74	0.93	17
Mobility	71	0.89	18	Understand and interpret	74	0.93	18
Bodily Integrity	70	0.88	19	Personal Autonomy	74	0.93	19
Participation	69	0.86	20	Freedom from Economic/Non-Economic Exploitation	73	0.91	20
Leisure Activities	66	0.83	21	Leisure Activities	65	0.81	21
<b>Average Point</b>	<b>75.38</b>			<b>Average Point</b>	<b>76.90</b>		

This table ranks activities by importance for promoting gender equality and social inclusion according to student perspectives, with separate rankings for boys and girls. Both groups place Religion and Identity at the top, suggesting a shared emphasis on cultural and moral foundations. Education, Respect, Nutritional Well-Being, and Spirituality are also highly valued across both genders, reflecting a consensus on these themes as essential for fostering an inclusive environment.

### Boys' Rankings:

Boys prioritize Love and Care and Education as top values, with perfect scores in both. The themes of Aspiration and Social Relations follow closely, showing a focus on aspirations and interpersonal connections. Lower rankings, such as for Participation and Leisure Activities, suggest that these areas are considered less critical by boys for promoting inclusion and equality.

### Girls' Rankings:

For girls, Education and Respect also rank highly, indicating alignment with boys on the importance of these values. However, girls assign slightly higher importance to Life/Physical Health, Social Relations, and the dedicated Gender Equality and Social Inclusion Curriculum, which ranks higher for girls than for boys. This difference suggests that girls may place greater emphasis on holistic well-being and curriculum components explicitly focused on equality.

### Commonalities and Differences:

Both groups have high scores across many themes, averaging around 75-77 points, showing a strong alignment in core values. Notably, Leisure Activities rank lowest for both genders, indicating that recreational elements are seen as less essential to promoting inclusivity.

This analysis reveals that while there is a shared core of high-priority themes, girls tend to prioritize direct aspects of inclusion and well-being slightly more than boys. This underscores a gendered perspective in valuing certain elements of the curriculum, which may inform tailored approaches to addressing equality and inclusion in schools.

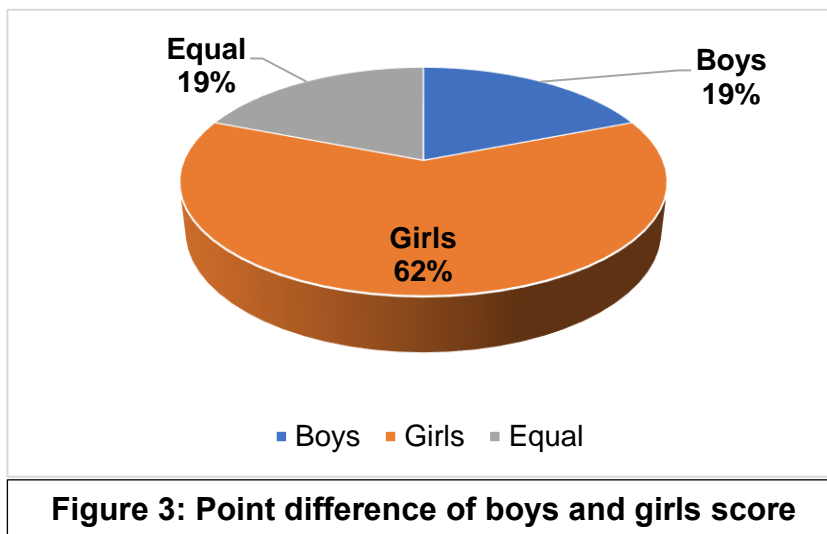
**Table 11: Point Difference of girls and boys score**

Point Difference					
Themes	Difference (Boys - Girls)	Highest	Themes	Difference (Boys - Girls)	Highest
Life/Physical Health	-5	Girls	Nutritional Well-Being	0	Equal
Religion and Identity	0	Equal	Mobility	-3	Girls
Love and Care	2	Boys	Spirituality	0	Equal
Mental Well-being	-3	Girls	Understand and Interpret	1	Boys
Participation	-5	Girls	Time Autonomy	-2	Girls
Education	0	Equal	Plan/Imagine and Think	-4	Girls
Bodily Integrity	-8	Girls	Aspiration	1	Boys
Social Relations	-2	Girls	Shelter and Environment	-3	Girls
Freedom from Economic/Non Economic Exploitation	3	Boys	Personal Autonomy	-1	Girls
Respect	0	Boys	Gender Equality and Social Inclusion Curriculum	-4	Girls
Leisure Activities	1	Boys			

Table 11, reveals gender-based differences in prioritizing themes related to promoting gender equality and social inclusion in schools. Girls tend to place higher importance on aspects like Bodily Integrity, Life/Physical Health, Participation, and the Gender Equality and Social Inclusion Curriculum, suggesting a focus on safety, well-being, active involvement, and structured equality initiatives. Boys, on the other hand, prioritize themes like Freedom from Economic/Non-Economic Exploitation, Love and Care, and Aspiration, showing a slightly stronger focus on ambition, support, and protection from exploitation. Both boys and girls equally value core themes such as Religion and Identity, Education, Nutritional Well-Being, and Spirituality, highlighting shared priorities in foundational values. This alignment indicates

a strong consensus on essential aspects of inclusion, while the differences suggest that girls may be more inclined toward themes of safety and participation, and boys toward themes of aspiration and interpretation. These insights could inform a more tailored approach to curriculum design, supporting gender-specific needs within an inclusive educational framework.

The pie chart shows a strong emphasis on girls (62%), likely reflecting efforts to address gender-specific challenges and promote inclusivity. Both boys and equal treatment are noted at 19% each, indicating some focus on boys and a desire for gender balance, though the primary attention is on supporting girls' inclusion.



**Figure 3: Point difference of boys and girls score**

**Table 12**, ranks activities by their perceived importance among teachers for promoting gender equality and social inclusion in schools. The activity deemed most crucial is the implementation

**Table 12: Teachers' Perceptions: Prioritized Activities for Promoting Gender Equality and Social Inclusion in Schools**

Themes	Points (Out of 160)	Scale to 1	Rank
Gender Equality and Social Inclusion Curriculum	155	0.97	1
Respect	151	0.94	2
Love and Care	150	0.94	3
Spirituality	149	0.93	4
Education	148	0.93	5
Shelter and Environment	148	0.93	6
Religion and Identity	144	0.90	7
Life/Physical Health	144	0.90	8
Nutritional Well-Being	144	0.90	9
Understand and Interpret	144	0.90	10
Plan/Imagine and Think	144	0.90	11
Aspiration	144	0.90	12
Social Relations	143	0.89	13
Time Autonomy	142	0.89	14
Mental Well-being	139	0.87	15

Themes	Points (Out of 160)	Scale to 1	Rank
Participation	139	0.87	16
Freedom from Economic/Non-Economic Exploitation	137	0.86	17
Leisure Activities	137	0.86	18
Bodily Integrity	134	0.84	19
Personal Autonomy	134	0.84	20
Mobility	132	0.83	21
<b>Average Point</b>	<b>142.95</b>		

of a Gender Equality and Social Inclusion Curriculum, scoring 155 points, indicating teachers' strong belief that a structured curriculum is vital for addressing these issues. This is closely followed by Respect (151 points) and Love and Care (150 points), reflecting teachers' view that fostering a respectful, compassionate environment is essential for promoting inclusivity. Other priorities include Spirituality, Education, and Shelter and Environment, which share high rankings, suggesting these aspects are also viewed as foundational for fostering an inclusive environment.

Several themes, including Religion and Identity, Life/Physical Health, and Nutritional Well-Being, received moderate prioritization with a score of 144 points, indicating they are valued but not as highly as the top themes. Lower-ranked activities include Mobility (132 points) and Personal Autonomy and Bodily Integrity (134 points each), suggesting these areas, while important, are seen as less directly impactful in achieving gender equality and social inclusion within the school setting.

The average score across all activities is approximately 143 points, indicating that while there are differences in priority, most activities hold substantial importance in the teachers' view, underlining a holistic approach to fostering inclusivity through various aspects of students' development and environment.

### 5.3 Word Cloud of School Mapping through Students and Teachers

A word cloud is a dynamic visual tool that represents the most frequently mentioned words or phrases from a specific text or report. In our context, the word cloud is derived from the findings of our report on promoting gender equality and social inclusion in schools.

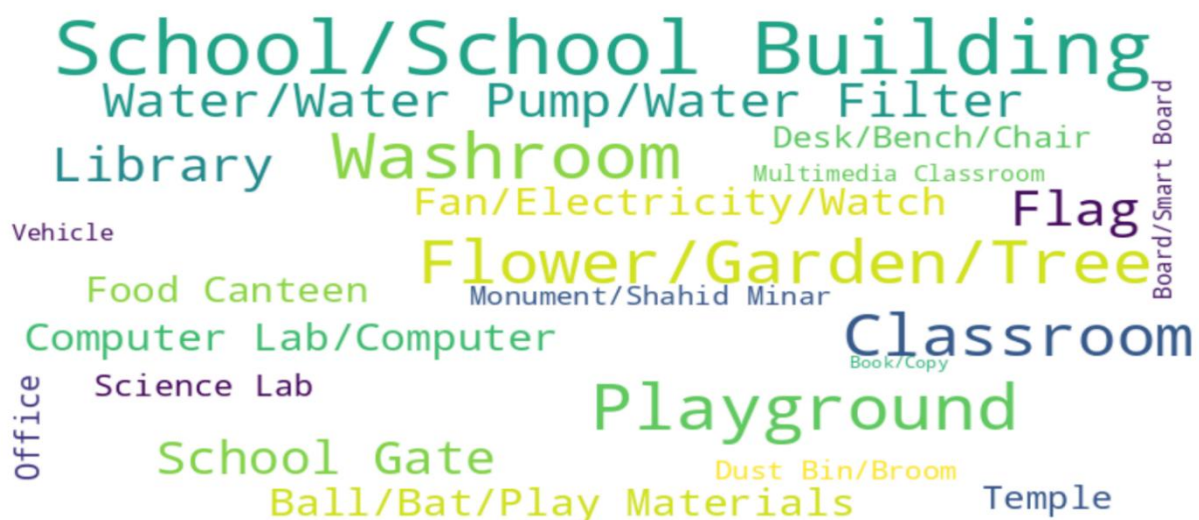
The size of each word in the cloud indicates its importance in the context of our research; larger words represent those that were mentioned more frequently, while smaller words were mentioned less often. This tool not only helps us quickly grasp the

main themes and ideas but also encourages discussions about the critical concepts surrounding gender equality and social inclusion.

By engaging with the word cloud, students and teachers can identify key topics and themes that are essential to fostering a more inclusive and equitable educational environment. It serves as a starting point for further exploration and conversation about how we can collectively work towards creating a supportive atmosphere for all students, regardless of gender or background.

Figure 4, The word cloud for "School Mapping Through Boys Arts" offers a comprehensive visual representation of the various elements that make up a school environment. It highlights key functional spaces such as classrooms, science and computer labs, libraries, washrooms, food canteens, playgrounds, and temples, all of which support both the educational and personal needs of students. The infrastructure section emphasizes essential components like the school

**Figure 4: Word Cloud of School Mapping through Boys Arts**



building, desks, chairs, multimedia classrooms, water facilities, flags, and vehicles, which ensure that the school functions smoothly and provides the necessary resources for learning and comfort. School amenities, including gardens, trees, monuments like the Shahid Minar, play materials, and dustbins, further enhance the environment by promoting physical activity, cultural engagement, and cleanliness. Additionally, technology and utilities such as fans, electricity, and clocks play an essential role in maintaining a comfortable and organized space for learning. This word cloud illustrates a holistic view of a school environment, showing how a combination of educational spaces, infrastructure, amenities, and utilities contributes to creating a well-rounded and functional school that fosters both academic and personal development.

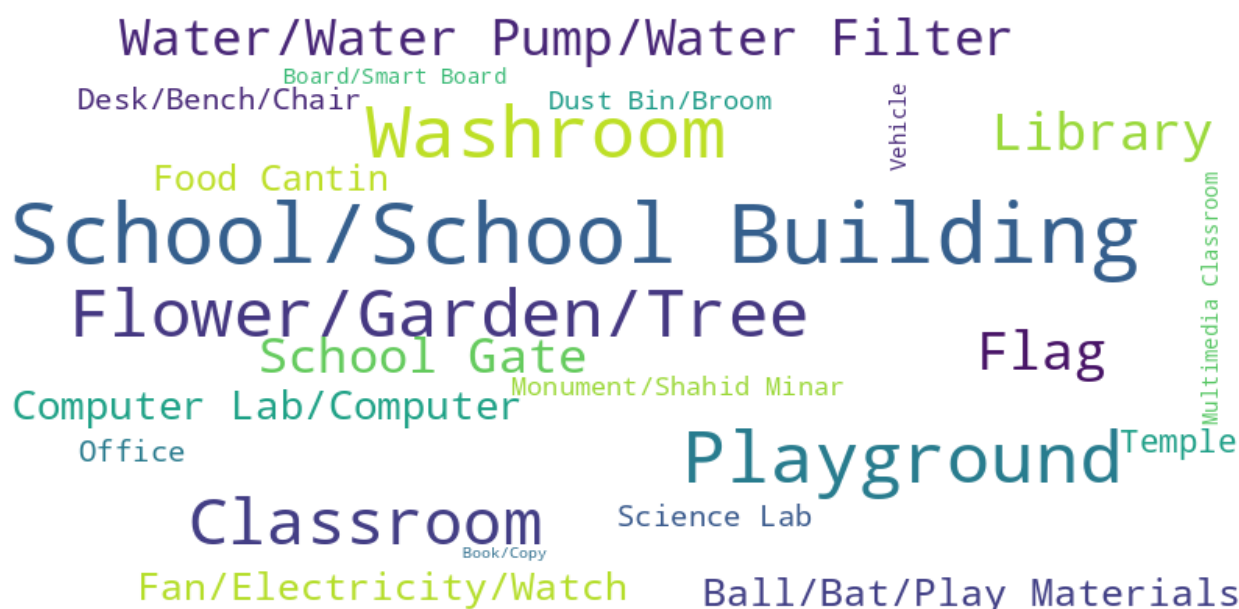
Figure 5, The word cloud highlights key themes identified through girls' art in school mapping. "School" and "Water" are the most prominent, emphasizing the importance of infrastructure and access to clean water. Words like Room, Building, Library, and Washroom reflect a focus on school facilities, while terms such as Bin, Broom, and Filter point to concerns about cleanliness and hygiene. Items like Boards, Benches, and computers underline the need for essential furniture and educational tools.

**Figure 5: Word Cloud of School Mapping through Girls Arts**



Additionally, words like Play, Garden, and Swings show the desire for recreational and child-friendly spaces. The word cloud captures the girls' priorities, reflecting both current challenges and aspirations for a better school environment.

**Figure 6: Word Cloud of School Mapping through Teacher's Arts**



The word cloud based on teachers' art highlights their perspective on school mapping. The most prominent themes include "School/School Building" and "Flower/Garden/Tree", emphasizing the importance of school infrastructure and a green, natural environment. "Playground", "Classroom", and "Washroom" reflect a focus on functional spaces essential for teaching and learning. Words like Water/Water Pump/Water Filter and Fan/Electricity address the need for basic utilities and clean water. Additionally, Library, Computer Lab/Computer, and Science Lab indicate the importance of academic facilities, while items like Desk/Bench/Chair highlight essential furniture. Teachers also emphasize Flag, Monument/Shahid Minar, and Temple, reflecting cultural and patriotic values. Overall, the word cloud shows teachers' priorities for creating a well-equipped, clean, and student-friendly school environment.

#### **5.4 Mapping of educational stakeholders**

By conducting a comprehensive analysis of the various stakeholders involved in the educational landscape. This report serves to identify and categorize key individuals, institutions, and organizations that play significant roles in shaping education.

By examining this list, students and teachers can gain insights into the diverse roles and responsibilities of each stakeholder. It emphasizes the importance of collaboration and communication among all parties involved in education, highlighting how each stakeholder contributes to enhancing educational quality and promoting a supportive learning environment.

Engaging with this list encourages reflection on the interconnectedness of these stakeholders and inspires discussions about how we can collectively work towards improving educational outcomes for all students.

Table 13, this matrix illustrates the roles of different institutions and spaces in promoting gender equality and social inclusion within educational and community settings. It organizes them by initiators, enablers, competitors, and beneficiaries, providing insight into how each entity contributes to or challenges these goals. Initiators are key institutions, like primary and secondary schools, school management committees, and public offices, that start or drive efforts to improve inclusivity and gender equality.

Enablers are supportive groups or spaces—such as child clubs, local government offices, and NGOs—that facilitate these initiatives by providing resources, community engagement, or administrative support.

**Table 13: Mapping of Educational Stakeholders by Institution/Place (Teachers' Perspectives)**

<p><b><u>Initiators</u></b></p> <ul style="list-style-type: none"> <li>i. Primary Schools</li> <li>ii. Secondary Schools</li> <li>iii. Community Schools</li> <li>iv. School Management Committees</li> <li>v. Educational Resource Centers</li> <li>vi. Upazila Offices</li> <li>vii. Ward Offices</li> <li>viii. Public Gathering Spaces</li> <li>ix. Administrative Offices</li> <li>x. Public Service Centers</li> <li>xi. Non-Governmental Organizations</li> <li>xii. Mosques</li> <li>xiii. Student Clubs</li> <li>xiv. Union Offices</li> </ul>	<p><b><u>Enablers</u></b></p> <ul style="list-style-type: none"> <li>i. Child Clubs</li> <li>ii. School Committees</li> <li>iii. Ward Office</li> <li>iv. Upazila Office</li> <li>v. District Level Administration</li> <li>vi. Local Neighborhood</li> <li>vii. Public Spaces</li> <li>viii. Government Offices</li> <li>ix. Non-Governmental Organizations (NGOs)</li> <li>x. Social Gathering Spaces</li> <li>xi. Government Levels</li> <li>xii. Local Government</li> <li>xiii. Education Department</li> <li>xiv. Religious Institutions</li> </ul>
<p><b><u>Competitors</u></b></p> <ul style="list-style-type: none"> <li>i. Misogynistic Attitudes</li> <li>ii. Gender Discrimination</li> <li>iii. Economic Challenges</li> <li>iv. Poverty</li> <li>v. Lack of Awareness</li> <li>vi. Educational Deficiencies</li> <li>vii. Information Gaps</li> <li>viii. Early Marriage Traditions</li> <li>ix. Religious Prejudices</li> <li>x. Political Resistance</li> </ul>	<p><b><u>Beneficiaries</u></b></p> <ul style="list-style-type: none"> <li>i. Community Frameworks</li> <li>ii. Social Institutions</li> <li>iii. National Governance</li> <li>iv. Local Administrative Systems</li> <li>v. Governmental Structures</li> <li>vi. Educational Institution</li> <li>vii. Learning Institutions</li> <li>viii. Community Development</li> <li>ix. Local Development Mechanisms</li> <li>x. Area-based Improvement Systems</li> <li>xi. Community Enhancement Platforms</li> <li>xii. Interconnected Social Systems</li> <li>xiii. Holistic Social Frameworks</li> <li>xiv. Integrated Community Platforms</li> </ul>

Competitors represent barriers to progress, including misogynistic attitudes, gender discrimination, and economic challenges, which counteract or hinder gender equality efforts. These issues, stemming from social, economic, and cultural contexts, require addressing to foster a more inclusive environment.

Beneficiaries are the broader societal structures that stand to gain from successful gender equality and social inclusion efforts. This includes educational institutions, local administrative systems, and interconnected community frameworks that benefit as gender equity and social inclusion improve, creating a holistic and integrated support network for sustainable development.

Overall, the matrix highlights a structured approach to fostering gender equality and social inclusion, identifying key actors, challenges, and beneficiaries to ensure coordinated efforts across various societal levels.

Table 14 demonstrates the people matrix that categorizes various stakeholders in promoting gender equality and social inclusion in educational settings, classifying them as initiators, enablers, competitors, and beneficiaries:

Initiators are primary drivers of change, including school teachers, headmasters, education officers, and community activists. They lead efforts by shaping inclusive policies, delivering education, and encouraging social change.

Enablers support these initiatives, offering guidance and resources. This group includes assistant teachers, upazila education officers, social workers, and NGO representatives, who aid initiators by providing critical support within the community and school systems.

**Table 14: Teachers’ Perspectives on Mapping Educational Stakeholders by People Matrix**

<p><b><u>Initiators</u></b></p> <ul style="list-style-type: none"> <li>i. School Teachers</li> <li>ii. Headmasters</li> <li>iii. Education Officers</li> <li>iv. School Administrators</li> <li>v. Social Influencers</li> <li>vi. Social Workers</li> <li>vii. Community Activists</li> <li>viii. Parents</li> <li>ix. Governmental Officials</li> <li>x. Upazila Executive Officer</li> <li>xi. Education Directorate Staff</li> <li>xii. Administrative Representatives</li> <li>xiii. Police Officers</li> <li>xiv. Union Members</li> <li>xv. Mosque Imam</li> <li>xvi. Youth Representatives</li> <li>xvii. Students</li> <li>xviii. Social Development Professionals</li> <li>xix. NGO Workers</li> <li>xx. Social Workers</li> </ul>	<p><b><u>Enablers</u></b></p> <ul style="list-style-type: none"> <li>i. Assistant Teachers</li> <li>ii. Teacher Officers</li> <li>iii. Education Officers</li> <li>iv. Upazila Education Officers</li> <li>v. District Primary Education Officers</li> <li>vi. Public Representatives</li> <li>vii. Social Workers</li> <li>viii. Religious Leaders (Imam)</li> <li>ix. Educated Persons</li> <li>x. Ward Office Executives</li> <li>xi. Upazila Executive Officers</li> <li>xii. Chairpersons</li> <li>xiii. UNO (Upazila Nirbahi Officer)</li> <li>xiv. NGO Representatives</li> <li>xv. Freedom Fighters</li> <li>xvi. Child Club Members</li> <li>xvii. Parents</li> <li>xviii. Government Officials</li> <li>xix. Elected Representatives</li> <li>xx. Students</li> </ul>
<p><b><u>Competitors</u></b></p> <ul style="list-style-type: none"> <li>i. Illiterate People</li> <li>ii. Minimally Educated Persons</li> <li>iii. Uneducated Parents</li> <li>iv. Religious Practitioners</li> <li>v. Local Influential Figures</li> </ul>	<p><b><u>Beneficiaries</u></b></p> <ul style="list-style-type: none"> <li>i. Women in Society</li> <li>ii. Students</li> <li>iii. Parents</li> <li>iv. Teachers</li> <li>v. School Job Holders</li> <li>vi. Local Population</li> <li>vii. Community Residents</li> <li>viii. People of All Social Classes</li> <li>ix. Neighborhood Inhabitants</li> <li>x. Individual Community Members</li> <li>xi. Societal Individuals</li> </ul>



This people matrix categorizes various stakeholders in promoting gender equality and social inclusion in educational settings, classifying them as initiators, enablers, competitors, and beneficiaries:

Initiators are primary drivers of change, including school teachers, headmasters, education officers, and community activists. They lead efforts by shaping inclusive policies, delivering education, and encouraging social change.

Enablers support these initiatives, offering guidance and resources. This group includes assistant teachers, upazila education officers, social workers, and NGO representatives, who aid initiators by providing critical support within the community and school systems.

Competitors are individuals or groups who may obstruct progress toward gender equality and inclusion. They include illiterate or minimally educated individuals, uneducated parents, and certain local influential figures whose perspectives or limitations may hinder inclusive efforts.

Beneficiaries are those who stand to benefit from successful implementation, including women in society, students, parents, and teachers. The wider community—including all social classes and neighborhood inhabitants—also benefits as a more inclusive, equitable educational environment develops.

This matrix illustrates a multi-layered support system, showing how diverse roles—from direct education roles to community activism—interact to promote gender equality and social inclusion, and identifying potential obstacles to these efforts.

## **5.5 Children's Well-being from Their Examples and Responses:**

To explore children's well-being from their examples and responses, we can break down the concept into distinct aspects based on how they describe their experiences and what they value:

### **1. Physical Health and Basic Needs**

**Meaning:** Children associate well-being with having a balanced diet, exercise, sufficient sleep, and personal cleanliness. For them, physical well-being is grounded in practical actions that support their bodies' needs.

**Experiences:** Examples from children often include specific actions like playing, eating nutritious foods, and ensuring hygiene. The emphasis on exercise and rest highlights that they see both activity and recuperation as important to feeling well.

## **2. Emotional and Mental Well-being**

Meaning: Children describe well-being as feeling happy, free from stress, and having a positive mindset. Emotional stability and support from friends and family are essential to their sense of mental health.

Experiences: They express this through examples such as "being of good mind," "making friends," and "not being alone." Some responses also emphasize avoiding harsh words or stressful situations, which shows they value kindness and a calm environment. This suggests that children understand the impact of interpersonal interactions on their emotional state.

## **3. Social Relationships and Love**

Meaning: For children, well-being involves the love and care they receive from family members, particularly parents, as well as the responsibility they feel towards others.

Experiences: They describe parents as caregivers who help them with daily needs, like preparing food and providing emotional support. In turn, they express love and care by helping younger siblings or showing respect to family members. This reciprocal care reinforces their feeling of being valued and safe.

## **4. Personal Autonomy and Independence**

Meaning: Children view well-being as the ability to make choices and have some control over their lives. This autonomy includes deciding what activities to engage in and having the freedom to explore their interests.

Experiences: Specific examples include "moving freely," "choosing clothes," and "playing." These experiences reflect their desire to develop a sense of independence and explore personal identity. They value the opportunity to make decisions that contribute to their sense of self and growth.

## **5. Aspiration and Goals**

Meaning: Children's aspirations reflect their dreams and ambitions, which are central to their sense of purpose and future well-being.

Experiences: Common responses include wanting to become a doctor, teacher, or engineer. These ambitions suggest that children are already forming ideas about meaningful careers, and their aspirations give them a sense of hope and purpose.

## **6. Community and Social Inclusion**

Meaning: Social inclusion and participation are key aspects of children's well-being. Being part of community activities and having equal opportunities, especially in school, are meaningful to them.

Experiences: They discuss participating in school events, receiving equal treatment, and helping others. Such responses indicate that they value a sense of belonging and fairness. The mention of equal food facilities, for example, shows awareness of justice and equality in their social experiences.

## **7. Cultural and Spiritual Identity**

Meaning: For some children, well-being is tied to practicing their religion and understanding their cultural identity. These practices give them a sense of belonging and personal grounding.

Experiences: Children mention practices like prayer, reading religious texts, and adhering to cultural customs. This connection to identity through spiritual practices can provide comfort, stability, and a sense of community.

## **8. Environmental Awareness**

Meaning: Children connect well-being with a healthy and clean environment. They recognize the importance of surroundings that are safe and clean, which influences their physical and mental well-being.

Experiences: Responses include actions like cleaning their homes and planting trees, showing that they see a relationship between their environment and personal health. This environmental awareness reflects their understanding of how surroundings contribute to well-being

## **9. Gender Equality and Fair Treatment**

Meaning: Children recognize well-being in terms of fairness and equal rights. They are aware of gender equality, likely influenced by educational settings that discuss these concepts.

Experiences: They mention topics like gender equality being included in textbooks and social discussions at school. This indicates that they value inclusivity and fairness as part of a supportive social environment.

## Summary of Children's Perspectives on Well-Being

Children's responses show that well-being is a multi-dimensional experience involving physical, emotional, social, and spiritual factors. Their examples reveal a deep understanding of health, emotional stability, personal autonomy, aspirations, social justice, and environmental responsibility. These insights provide a holistic picture of how children perceive a fulfilling and balanced life, shaped by their relationships, personal goals, and their surroundings.

### 5.6 Teachers' Perspectives on Well-being based on examples and responses

The data provided reflects responses from teachers across various schools, detailing activities and values they emphasize to promote gender equality, social inclusion, and overall well-being in schools. Here is a concise interpretation of the key themes:

1. **Physical and Mental Health:** Teachers emphasize physical exercise, balanced diets, and regular health practices (e.g., exercise and sleep) as essential for students' physical and mental well-being. These activities include sports, balanced nutrition (e.g., eggs, milk, fruits), and recreational activities, highlighting a holistic approach to well-being.
2. **Religious and Moral Education:** Religious observances (e.g., prayer, mutual respect), alongside moral teachings such as "Say Salam" and helping others, are integrated as core values. Teachers often stress the importance of a respectful, inclusive environment for students of all faiths to ensure harmony and shared understanding.
3. **Respect and Social Relations:** Emphasis is placed on teaching mutual respect among students and encouraging positive social relations. Teachers encourage respect toward peers, seniors, and parents, reflecting a strong focus on building harmonious, respectful relationships both within and beyond the school.
4. **Educational Goals and Life Skills:** Academic aspirations are fostered alongside life skills such as planning, time management, and self-discipline. Teachers encourage students to think independently, participate in events, and aspire toward personal goals (e.g., becoming a doctor or teacher). Teachers also aim to instill skills in personal autonomy and planning for the future.
5. **Gender Equality and Social Inclusion:** Teachers strive to promote equal opportunities, such as co-education and equal participation in extracurricular activities, regardless of gender. Several activities (e.g., equal rights discussions, gender-neutral club creation) are structured to instill values of equality among students.
6. **Environmental Awareness and Personal Responsibility:** Emphasis is also placed on environmental responsibility, including tree plantation and cleanliness practices,

along with personal autonomy in daily tasks, such as choosing activities independently and understanding personal space and safety.

Overall, the teachers' responses suggest a structured approach to fostering a supportive, inclusive, and empowering school environment for students. This includes physical, moral, social, and intellectual development, with particular attention to gender equality and social inclusion in various learning contexts.

## **6. Recommendations:**

Several recommendations should be implemented to promote gender equality and social inclusion in schools. First, it is crucial to integrate gender-sensitive content into the curriculum to foster understanding among students about these issues. Training workshops for teachers on gender sensitivity and inclusive teaching practices can further enhance their ability to create equitable classroom environments. Additionally, collaboration with local education authorities to develop and enforce supportive policies will help establish clear reporting mechanisms for discrimination. Engaging parents through awareness programs can cultivate a supportive community atmosphere while establishing a monitoring framework will allow for ongoing assessment of initiatives. Encouraging student-led initiatives will empower youth to advocate for inclusivity, and adequate funding should be allocated to resource gender-sensitive programs. Partnerships with NGOs and local organizations can facilitate the sharing of best practices, and awareness campaigns can raise community consciousness regarding gender issues. Lastly, ensuring that schools are safe spaces free from harassment will foster an environment where all students can thrive. By implementing these recommendations, schools can create a more inclusive and equitable environment that supports the well-being of all students and promotes gender equality.

## **7. Conclusion:**

The study conducted by RDRS Bangladesh highlights critical insights into the well-being of students within school environments, focusing on gender equality and social inclusion in Cox's Bazar. The focus group discussions with students and teachers reveal both strengths and areas for growth in how well-being is integrated into the school experience. Key well-being indicators like respect, life/physical health, and education are well-understood and valued across gender lines, while others, such as gender equality, mental well-being, and autonomy, need enhanced emphasis within the curriculum.

The data show that while foundational needs and values are well-covered, there remains a significant gap in areas like mental health, gender-sensitive approaches, and inclusion.



Teachers and students alike have suggested that a revised, more inclusive curriculum, with training for educational stakeholders, is essential to addressing these gaps. The findings also suggest notable gender-based differences in how students perceive well-being, with boys valuing aspirations and autonomy, while girls emphasize personal safety and social relationships.

Implementing the recommendations from this study, such as strengthening curriculum elements around mental health, social inclusion, and autonomy, can foster a more supportive environment. This, in turn, will contribute to a holistic well-being framework that respects diverse needs, empowering all students to thrive academically and personally. RDRS Bangladesh's focus on promoting an inclusive and equitable education system aligns well with broader societal goals, promising a more resilient and inclusive future for all students.

## 8. References

- i. Aikman, S., & Rao, N. (2019). *Gender equality and inclusive education: A conceptual framework*. London: Routledge.
- ii. Aikman, S., & Unterhalter, E. (2005). *Beyond access: Transforming policy and practice for gender equality in education*. Oxfam.
- iii. Anderson, T., Herr, K., & Nihlen, A. S. (2020). *Gender-sensitive approaches in education: Insights and challenges*. Cambridge: Cambridge University Press.
- iv. BRAC. (2021). *Challenges to achieving gender equality in education in Cox's Bazar, Bangladesh*. Dhaka: BRAC Research and Evaluation Division.
- v. Chisamya, G., DeJaeghere, J., Kendall, N., & Khan, M. A. (2012). Gender and education for all: Progress and problems in achieving gender equity. *International Journal of Educational Development*, 32(4), 525–534. <https://doi.org/10.1016/j.ijedudev.2011.10.004>
- vi. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- vii. Dockett, S., & Perry, B. (2009). Readiness for school: A relational construct. *Australasian Journal of Early Childhood*, 34(1), 20–26. <https://doi.org/10.1177/183693910903400105>
- viii. Global Partnership for Education. (2020). *Gender-responsive education sector planning: Promoting equity and inclusion*. Washington, DC: GPE.
- ix. Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- x. Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Sage Publications.
- xi. Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed.). Sage Publications.
- xii. Morrell, R., Epstein, D., Unterhalter, E., Bhana, D., & Moletsane, R. (2009). *Towards gender equality: South African schools during the HIV and AIDS epidemic*. University of KwaZulu-Natal Press.
- xiii. Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
- xiv. Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.
- xv. Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, 6(1), 93–114. <https://doi.org/10.1080/146498805200034266>
- xvi. Save the Children. (2022). *Inclusive education and equity: Addressing gaps in Bangladesh's education system*. Dhaka: Save the Children Bangladesh.
- xvii. Sen, A. (1999). *Development as freedom*. Oxford University Press.

- xviii. Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77–100. <https://doi.org/10.1177/1558689806292430>
- xix. UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.
- xx. UNESCO. (2020). *Global education monitoring report: Gender report*. Paris: UNESCO.
- xxi. UNICEF. (2021). *State of the world's Children 2021: On my mind—Promoting, protecting, and caring for children's mental health*. New York: UNICEF.
- xxii. Unterhalter, E. (2017). *Gender, education, and equality: A capability perspective*. London: Routledge.