

Narrative Report

GESI based Capability Capacity building for teachers

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

Event Summary:

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Name of the Program: GESI-based Capability Capacity building for teachers

Milestone 14: GESI Capacity building for youths, students, and teachers in school

Date of the meeting: 04 August 2025

Place: Ramu Khizaree Govt. High School, Ramu

Number of participants: Total - 23 (Male: 18; Female: 5)

Overview:

The GESI-Based Capability Capacity Building session was conducted on 04 August 2025 at Ramu Khizaree Govt. High School, Ramu, under the project "*Promoting Gender Equality and Social Inclusion in Schools: Building on What Children Value and Aspire to Do and Be.*" This initiative is part of Milestone 14, which focuses on strengthening the capacity of youths, students, and teachers in promoting gender equality and social inclusion (GESI) within school environments.

A total of 23 teachers (18 male and 05 female) participated in the session. The training introduced the Capability Approach as a framework to understand and support what children value and aspire to become. Teachers engaged in interactive discussions and practical exercises to identify exclusion risks, promote inclusive classroom practices, and better support students from marginalized backgrounds. The session provided a platform for teachers to reflect on their current teaching methods and consider more equitable and child-centered approaches.

Conclusion:

The GESI-based Capability Capacity Building session for teachers was a significant step toward fostering inclusive and equitable education practices. The session highlighted the importance of understanding students not just as learners, but as individuals with unique aspirations and challenges. With continued support and engagement, teachers can play a pivotal role in ensuring that all children—regardless of gender, background, or ability—have the opportunity to thrive in school and beyond.

