

Event Report: Capacity Building of Teachers and Students to Strengthen Valued Educational Capabilities of Children

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

Event Summary

- **Program Name:** Capacity Building of Teachers and Students to Strengthen Valued Educational Capabilities of Children
- **Milestone 13:** Formation and Capacity Building of Capabilities Club for GESI in Schools
- **District:** Cox's Bazar
- **Duration:** 2 Days (Residential Training)
- **Date:** 11 & 12 August 2025
- **Venue:** Conference Room, Hotel Beach Way, Cox's Bazar
- **Participants:** 16 Teachers, 16 Students, 10 Project Staff and a Trainer
- **Key Guests:** District Education Officer, Cox's Bazar; Primary Education Officer, Cox's Bazar;
- **Total Participants:** 43(Male-24, Female-19)

Background and Objectives

As part of the project *"Promoting Gender Equality and Social Inclusion in Schools: Building on What Children Value and Aspire to Do and Be"*, RDRS Bangladesh organized a two-day residential training to enhance the capacities of both teachers and students. The training aimed to build foundational knowledge and practical skills to strengthen the valued educational capabilities of children in line with the Capability Approach, with a particular focus on gender, equality, equity, social inclusion, and child-centered learning.

Objectives of the Training

- To sensitize participants on the importance of gender equality and social inclusion (GESI) in education.
- To enable teachers and students to identify and nurture the capabilities children value.
- To foster collaborative and inclusive teaching-learning practices.
- To encourage schools to apply GESI principles through student-centered activities.

Inaugural Session and Special Guests

The training was inaugurated in the presence of two key education officials:

- **District Primary Education Officer**
- **District Education Officer**

Both guests addressed the participants on the first day, underscoring the importance of Gender Equality and Social Inclusion (GESI) in transforming schools into more inclusive and supportive environments.

Highlights of Their Remarks:

- **District Primary Education Officer** emphasized the need to sensitize families and communities on gender issues and encouraged teachers to practice inclusive methods in primary classrooms.
- **District Education Officer** spoke about integrating GESI into school management and curriculum, highlighting teachers' roles as change agents. He stressed inclusive pedagogy and student participation as core to quality education.

Their presence and active participation inspired teachers and students to engage more deeply in the training process.

Participants

- **16 Teachers** from 8 government schools
- **16 Students** (gender-balanced)
- **9 Project Staff** (RDRS Bangladesh)

Methodology

The training applied interactive and experiential learning approaches:

- Small group discussions
- Role-plays
- Joint activities between teachers and students
- GESI-based reflection sessions
- Development of school-level action plans

Key Training Sessions

- Understanding Gender Equality and Social Inclusion (GESI)
- Introduction to Valued Capabilities and the Capability Approach
- Participatory and Inclusive Classroom Practices
- Identifying and Overcoming Barriers to Capabilities
- Joint Teacher-Student Planning Session

Outputs and Achievements

- Increased understanding of GESI concepts among both students and teachers.
- 16 school-specific action plans drafted by teacher-student pairs.
- Enhanced teacher-student collaboration and dialogue.
- Commitment from teachers to promote valued capabilities and inclusion in classrooms.

Participant Feedback

Participants highly valued the joint learning opportunity. Students appreciated being treated as equal stakeholders, and teachers reported that the training provided practical tools to improve classroom inclusiveness and promote students' voices.

Way Forward

- Follow-up mentoring visits by project staff to monitor implementation of action plans.
- Integration of GESI modules into routine teacher meetings.
- Sharing key learnings with local education officials and SMCs for sustainability.



