

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:

Reported By: Md. Nazmul Hossain

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 to 18 August 2025

Place: 8 selected schools in Cox's Bazar

Number of participants: 114 (Male: 67; Female: 47)

Special guest: Upazila Education Officers from Ukhiya, Cox's Bazar Sadar, Moheshkhali, and Teknaf upazilas.

Overview

From 04 August to 18 August 2025, GESI-based Capability Capacity Building sessions were conducted across eight schools in Cox's Bazar under the project *"Promoting Gender Equality and Social Inclusion in Schools: Building on What Children Value and Aspire to Do and Be."* These sessions were part of Milestone 14, which focuses on empowering teachers, students, and youth to champion gender equality and social inclusion (GESI) in schools.

A total of 114 teachers (67 male and 47 female) participated in the program. The training sessions focused on building a deep understanding of the principles of GESI, its importance in the education sector, and how teachers can foster more inclusive and gender-equitable learning environments. Participants engaged in interactive sessions covering the following key areas:

- **Foundations of Gender Equality and Social Inclusion (GESI)**
- **The Importance of GESI in Education**
- **Understanding Gender Roles in the Classroom**
- **Identifying and Challenging Gender Stereotypes in Schools**
- **Teachers' Responsibilities in Promoting Inclusive Education**
- **Introduction to the Capability Approach** as a framework to support what children value and aspire to do and be
- **Common Constraints and Barriers to Achieving GESI** in school settings
- **Real-Life Case Studies and Examples** highlighting exclusion and inclusion scenarios in classrooms

The sessions were participatory in nature, encouraging teachers to reflect on their existing practices and to identify ways to integrate GESI principles into their daily teaching methods. Group discussions, scenario analysis, and role-play were used to explore practical strategies to address gender bias, exclusion, and inequity in schools.

A significant highlight of the program was the active participation of Upazila Education Officers from Ukhiya, Cox's Bazar Sadar, Moheshkhali, and Teknaf upazilas. These officers shared valuable insights and stressed the importance of institutionalizing GESI principles across all levels of the school system. Their engagement provided encouragement and legitimacy to the capacity-building efforts, reinforcing the need for strong administrative backing to promote inclusive education.

Conclusion

The GESI-based Capability Capacity Building for teachers in Cox's Bazar was a pivotal initiative in promoting inclusive, gender-equitable, and student-centered educational practices. The program successfully deepened teachers' understanding of GESI principles and equipped them with tools and strategies to identify and address exclusion, gender bias, and inequality within classroom environments.

The discussions on gender roles, stereotypes, and the Capability Approach empowered participants to reimagine their teaching roles not just as educators, but as agents of social change. The incorporation of real-life case studies helped ground the learning in practical contexts and encouraged teachers to actively seek solutions tailored to their school communities.

The presence and contributions of the four Upazila Education Officers further underscored the importance of collaborative, multi-level efforts to make schools more inclusive and equitable for all students—regardless of gender, ability, or background.

With continued follow-up, mentorship, and institutional support, these trained teachers are now better positioned to ensure that every child has the opportunity to learn, grow, and thrive in a supportive school environment.





