

Narrative Report

Orientation on GESI-based Capability Capacity building for students

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 Students

Date of the Training: 14 August 2025

Venue: Uttar Mithachori Government Primary School, Ramu

Number of Participants: 100 students (Male: 50; Female: 50)

Overview:

On August 14, 2025, a capacity-building training session titled “*GESI Based Capability Capacity Building for Students*” was held at Uttar Mithachori Government Primary School, Ramu, organized by RDRS Bangladesh. The session aimed to introduce and enhance students’ understanding of Gender Equality and Social Inclusion (GESI) concepts and the Capability Approach, especially in the context of their educational experiences.

A total of 100 students (50 boys and 50 girls) participated, ensuring gender balance and representation.

The training covered the following key topics:

1. What is Gender?
2. What are Gender Roles in Society?
3. What are Gender Approaches?
4. What is Positive Discrimination?
5. Difference between Gender and Sex
6. What is Social Inclusion?
7. Importance and Need for Social Inclusion
8. GESI Policy in Education
9. Challenges and Solutions in Implementing GESI in Classrooms
10. Why GESI is Important in Schools
11. Barriers and Limitations to GESI and Ways to Overcome Them
12. Introduction to the Capabilities Approach
13. Understanding Gender Equality and Equity
14. Overview of the 16 Capabilities List

Interactive methods such as group discussions, participatory sharing, and brainstorming were used to encourage active engagement among students. Despite their young age, students demonstrated curiosity and enthusiasm, particularly during discussions on equity, respect, and inclusive learning environments.

Challenges Faced:

- The classroom space was very limited, making group activities difficult.
- Lack of projector and sound system hampered multimedia presentations.
- Since a selected group of students participated, others showed interest but were left out.
- Due to the school's routine schedule, ensuring consistent student engagement was challenging.

Conclusion:

The training successfully provided students with a foundational understanding of GESI and related capabilities through an interactive and participatory approach. Students actively engaged in discussions and demonstrated an eagerness to learn about equality, fairness, and inclusion.

Future recommendations include involving a broader group of students, improving logistical arrangements (space and technical equipment), and integrating similar sessions into the regular school calendar. This type of engagement is essential for fostering inclusive values among young learners and strengthening the implementation of GESI principles within school settings.



