

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



Capacity Building Workshop for Teachers on the Capability Approach and Advancing GESI in Schools: Survey Report 2025

The CVEC Capacity Building Workshop for teachers from five partner schools was held from 15 to 30 August 2025. The workshop aimed to strengthen teachers' understanding and capacity in applying the Capability Approach and its indicators to advance Gender Equality and Social Inclusion (GESI) in schools.

Table 1: Demographic Information

Gender	Male	Female	Total
	151	116	267

Out of 267 participants, 119 were male and 100 were female (Table 1).

Table 2: Designation

Types	Numbers
Principal	3
Vice Principal	1
Teachers	248
Others	15
Total	267

As shown in Table 2, among the 267 participants, the majority were teachers (201), followed by 14 in other roles, 3 principals, and 1 vice principal.

Table 3: Years of Experience

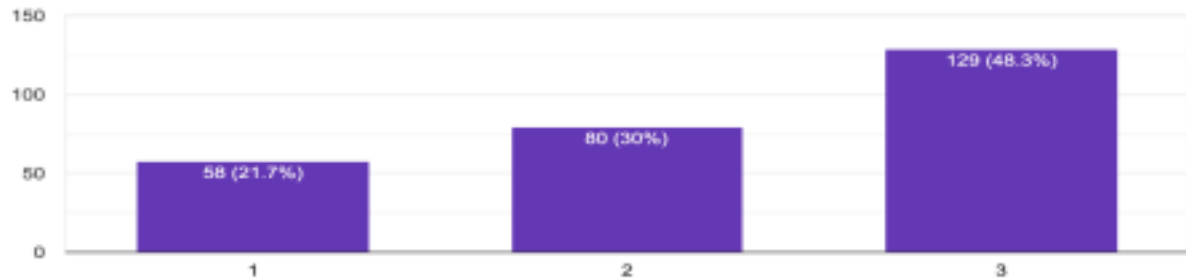
Years of Experience	
Below 5 years	199
6-10	59
11-15	29
16-20	23
21-25	19
26-30	9
Above 31 years	9
Total	267

As reflected in Table 3, among the 267 participants, nearly half (119) had less than 5 years of experience. Those with 6–10 years comprised 59 participants, 11–15 years had 29, 16–20 years had 23, 21–25 years had 19, 26–30 years had 9, and only 9 participants had over 31 years of experience. This indicates that the majority of participants were relatively early-career teachers.

Section B-Participants' Opinion

Chart 1: Knowledge on Capability Approach

Section B-Participants' Opinion 1. Before today, have you heard of the Capability Approach?
267 responses

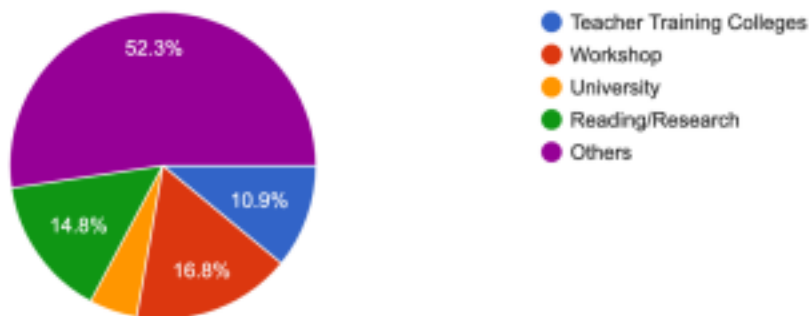


As shown in chart 1, 58 participants were familiar with the Capability Approach, while 80 had not heard of it, and 129 were unsure.

Chart 2:

2. If yes, where did you learn about it?

256 responses

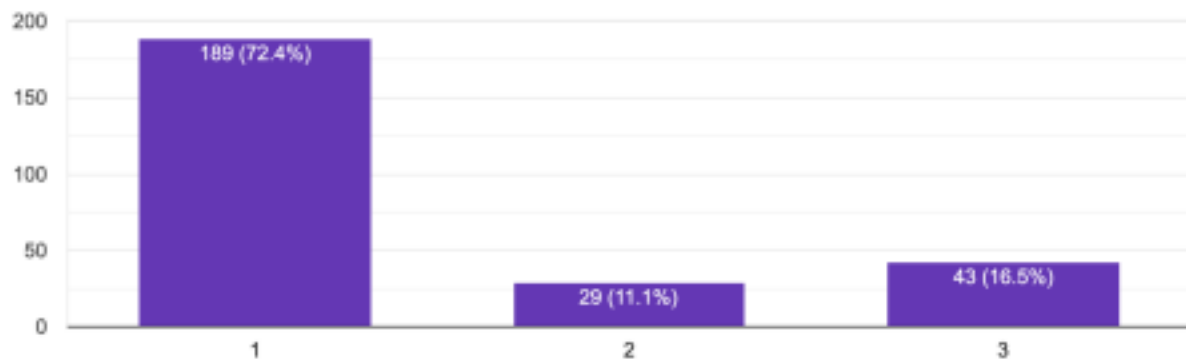


As shown in the pie chart 2, 52.3% of participants reported learning about it from others, 16.8% from workshops, 14.8% through reading or research, and 10.9% from teacher training colleges.

Chart 3: Information Presented

3. If no, were the information presented on capability approach relevant?

261 responses



As shown in chart 3, 72.4% of participants considered the information on the Capability Approach (CA) relevant, while 11.1% disagreed and 16.5% were unsure.

Table 4: Teacher's understanding of Capabilities before and after the workshop

Capabilities Before	Before	After
Capability Approach	44.9%	90.9%
Gender Equality	74.5%	94.4%
Social Inclusion	67.8%	94.7%
Participation	68.1%	93.6%
Education	72.6%	94%
Love, Care and Respect	75.9%	94%
Mental Well-Being	93.6%	93.6%
Social Relations	71.2%	92.9%
Mobility	60.%	91.7%
Understand/Interpret/Plan/Imagine/Think	59.6%	94%
Physical Health	71.2%	93.7%
Autonomy	55%	91.9%

Table 4 shows a remarkable improvement in teachers' understanding of all the capabilities after the workshop. Before the intervention, teachers' knowledge levels varied across different domains, with the lowest understanding recorded in the Capability Approach (44.9%), Autonomy (55%), and Mobility (60%). These relatively low baseline scores suggest that teachers were less familiar with the foundational framework and certain applied aspects of capabilities prior to the training.

After the workshop, however, understanding increased significantly across all areas, with scores rising to above 90% in every domain. The most notable gains were observed in the Capability Approach, which jumped from 43.9% to 90.9% (+7 percentage points), and Autonomy, which increased from 55% to 91.9% (+36.9 percentage points). Similarly, Mobility improved drastically, from 60% to 91.7% (+31.7 percentage points). These steep rises demonstrate the effectiveness of the workshop in addressing teachers' initial knowledge gaps.

Domains such as Gender Equality, Education, Love, Care and Respect, and Social Inclusion, which already had relatively higher baseline scores (70–76%), also showed consistent

improvements, reaching between 92% and 94% after the workshop. This indicates that even where teachers had some prior awareness, the training further deepened and consolidated their understanding.

Overall, the table highlights that the workshop successfully enhanced teachers' awareness and knowledge of children's valued educational capabilities, equipping them with stronger foundations to foster equity, inclusion, and holistic development in schools.

Table 5: Integration of capabilities in Teaching

Capabilities Never		Always
Capability Approach	2.2%	14.2%
Gender Equality	1.9%	41.2%
Social Inclusion	1.5%	37.1%
Participation	1.5%	43.1%
Education	1.9%	44.9%
Love, Care and Respect	2.2%	53.2%
Mental Well-Being	1.9%	39.8%
Social Relations	1.5%	36%
Mobility	1.9%	28.2%
Understand/Interpret/Plan/Imagine/Think	1.5%	33%
Physical Health	1.9%	38.6%
Autonomy	2.7%	28.3%

The table 5 presents how frequently teachers integrate different capabilities into their teaching practice, with responses ranging from “Never” to “Always.”

The most consistently embedded capabilities are Love, Care and Respect (51.1% always), Education (43.8%), Participation (53.2%), and Gender Equality (41.2%). This suggests that teachers are already prioritizing these areas in their classroom practices, linking directly to values of fairness, inclusion, and positive relationships.

Capabilities such as Social Inclusion (36%), Mental Well-Being (39.8%), Physical Health (38.6%), and Social Relations (36%) are also fairly well integrated, though not as strongly as the top group. This reflects an awareness among teachers of the importance of holistic well-being and belonging, but with room for further reinforcement.

Mobility (28.2%), Autonomy (28.3%), and Capability Approach (14.2%) show the lowest levels of consistent integration. This is significant, as these are areas where teachers may face practical challenges (e.g., school infrastructure for mobility, balancing autonomy with classroom management) or conceptual gaps (capability approach as an abstract framework).

Encouragingly, “Never” responses remain very low across all categories (1.5%–2.7%). This means almost all teachers are making at least some effort to incorporate each capability in their teaching, even if not consistently.

Teachers are strongest in integrating relational and value-based capabilities (care, respect, participation, gender equality), but less consistent with structural or conceptual ones (mobility, autonomy, capability approach). This points to a need for ongoing support, practical strategies, and resources to help teachers translate these more challenging capabilities into everyday teaching practice.

Workshop Impact & Reflections

Table 6: Change in Teacher’s understanding of the capabilities after the workshop

Indicators	Percentage	Number of participants
No change	0.9%	2
Slightly Improved	2.7%	6
Moderately Improved	15.5%	34
Significantly Improved	44.7%	98
I now feel confident in applying them in my teaching	36.1%	79
Total	99.9	219

The workshop had a strong positive impact on teachers’ understanding of capabilities. Only 0.9% reported no change, while the vast majority showed improvement. About 15.5% indicated moderate improvement, 44.7% reported significant improvement, and 36.1% felt confident to apply capabilities in their teaching. Overall, over 80% of teachers moved from improved understanding to readiness for practical application, showing the workshop’s effectiveness in promoting equity and inclusion (Table 6).

Teacher's Understanding after the capacity building

1. Understanding of Capabilities

The open responses reveal that the workshop significantly broadened teachers' understanding of capabilities, especially around gender equality, social inclusion, and valuing individual differences.

Many teachers admitted that their earlier views were limited—for example, *"Before the workshop I thought gender equality means only between boys and girls. Now I understand that everyone is equally important, irrespective of any gender or type of students."*

Teachers now recognize that every child has unique strengths and learning needs. As one reflected, *"Every child is special in their own way and should be treated equally with love, care and respect."* Another shared, *"Before attending the workshop, I was aware that individuals with disabilities face challenges, but I could not fully grasp what those experiences were like. The mobility maze helped me realize the real difficulties they encounter and develop empathy."*

Several responses highlighted a shift from theory to practical application in teaching:

- *"Before I was not aware of such things but now I can implement it in my teaching."*
- *"I gained a clearer idea of what the capabilities actually mean in practice... now I can see how they connect to classroom activities, lesson planning, and student engagement."*

Teachers also acknowledged the importance of creating inclusive, safe, and supportive classrooms, stating:

- *"Every one is different and has different abilities to learn, so we must respect their way of learning and include everyone."*
- *"Just providing opportunities doesn't mean creating a safe and positive environment. Inclusion and wellbeing matter."*

Overall, the workshop led to a deepened awareness, positive mindset shifts, and stronger commitment to applying GESI and the 16 capabilities in daily teaching practice.

2. Enhancement of Teacher's Knowledge, Skills, and Values

Based on 209 responses, the workshop had a strong impact on teachers' knowledge, skills, and values related to children's capabilities. Key themes include:

- **Enhanced Knowledge and Understanding:** Many teachers reported a clearer understanding of the Capability Approach, gender equality, and social inclusion. One participant noted, *"It has enlightened my understanding,"* while another stated, *"I have clear concepts on it and knew how to implement it on a practical basis."*
- **Practical Skills for Teaching:** Teachers highlighted gaining skills to apply activities in classrooms and support diverse learners. For example, *"I will do activity and share values all the time,"* and *"As a teacher we come across diverse learning capabilities. I have realized that we need to have required skills and knowledge."*
- **Values and Mindset:** The workshop reinforced the importance of inclusivity, empathy, and respect for all students. Verbatim reflections include: *"It instilled diversity, empathy and inclusivity,"* and *"If we combine the thoughts of every individual then it will make a beautiful one, so don't ignore others' ideas or thoughts instead respect."*

- **Confidence in Application:** Participants expressed increased confidence in applying these approaches in teaching. One shared, *“Got big courage to apply in the teaching field,”* while another noted, *“It shaped in a way that it gave me the feeling that these covered topics are mandated to be implemented in our daily lessons.”*

Overall, teachers reported that the workshop not only expanded their knowledge but also provided practical strategies and reinforced values to create inclusive, supportive, and capability-focused learning environments.

Activities and its importance

Teachers identified several activities as most impactful in promoting key capabilities. The Garden of Kindness encourages *love, care, respect*, and reflection, helping teachers cultivate empathy and inclusive behavior. Cross the River emphasized *teamwork, trust, collaboration, and social relationships*, highlighting cooperative problem-solving.

The Creating Inclusive Mind activity, where participants played football including people with different abilities, reinforced *social inclusion, participation, mental well-being, physical health*, and respect for diversity. Other exercises like the **Mobility Maze** and **Draw What I Say** helped teachers understand varied learning styles and abilities, emphasizing the need for adaptation and equity in classrooms.

Participants expressed:

- “Cross the river because it promotes love, care, respect, and collaboration.”
- “Garden of kindness... it made me realise that there are so many things we could do to build a strong and productive society.”
- “Mobility maze... helps us empathise with the daily struggles of differently abled people.”
- “Creating Inclusive Mind... taught us how to include everyone, regardless of ability, while promoting participation and well-being.”

Overall, these activities strengthened teachers’ understanding of **love, care, respect, social inclusion, participation, mental well-being, and physical health**, preparing them to foster safe, equitable, and inclusive classrooms.

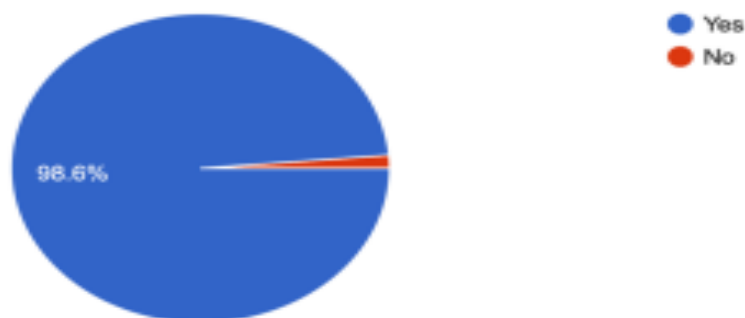
Challenges in applying capabilities in the Teaching

The major challenges teachers anticipate in applying these capabilities in their teaching primarily revolve around time constraints, limited resources, and curriculum pressures. Many teachers expressed difficulty in balancing the demands of the syllabus with the time needed to implement capability-based activities effectively. Student diversity and inclusion also pose significant challenges, particularly when addressing the needs of learners with disabilities, varied learning capacities, or differing levels of readiness and participation. Additionally, teacher familiarity and preparedness with the concepts, along with language barriers and the need to manage social and emotional dynamics in the classroom, further complicate implementation. Overall, successfully applying these capabilities requires careful planning, adequate support, and strategies to navigate both structural and interpersonal constraints.

Chart 4: Workshop recommendation

12. Would you recommend this workshop to others?

219 responses



As shown in the pie chart 4, 98.6% of participants indicated that they would recommend the workshop to others, highlighting that the capacity-building workshop was highly relevant and useful.

Conclusion

In conclusion, the report indicates that the Capacity Building Workshop successfully enhanced teachers' understanding of the Capability Approach and its application in promoting Gender Equality and Social Inclusion (GESI) in schools. Participants demonstrated significant growth in knowledge, confidence, and readiness to integrate capabilities into their teaching practices. The workshop not only deepened teachers' awareness of inclusivity, empathy, and respect but also equipped them with practical strategies to foster equitable, inclusive, and supportive learning environments. This report suggests that a continued follow-up support and integration of these concepts into school-based professional learning will not only help sustain the positive impact but also ensure that GESI principles are meaningfully embedded across teaching and learning processes.

The project titled “Promoting Gender Equality and Social Inclusion (GESI) in Schools, Building on What Children Value and Aspire To Do and Be” is supported by Global Partnership in Education Knowledge Exchange and Innovation (GPE KIX) and funded by the International Development Research Centre (IDRC). Its primary goal is to foster a safe, inclusive, and supportive learning environment in schools by developing a GESI diagnostic tool informed by children’s valued educational capabilities.

The consortium is led by Kathmandu University School of Arts (Nepal), with Samtse College of Education (Bhutan) and RDRS (Bangladesh) as partners. Initiated by Kathmandu University School of Arts, the project aims to cultivate school environments where children learn and practice gender equality and social inclusion, while also contributing to improving GESI policies and practices.

Spanning three years, the project will be implemented in 25 selected schools across Bhutan, Bangladesh, and Nepal.

Bhutan Project Coordinator:

Kinley Seden (PhD)

cvec_bhutan.sce@rub.edu.bt

Project core members:

Tshering Om Tamang

Karma Gayphel

Kinzang Dorji (PhD)

Kinley (PhD)

