LUNCH AND LEARN

BACKGROUND & RATIONALE FOR THE TECHNICAL BRIEF

Bantwana’s technical brief spotlights evidence-based and promising approaches, innovations, results, and lessons learned from its Lunch and Learn approach’s effective implementation. The challenges include:

1. Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

2. Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

IMPLEMENTATION CHALLENGES

1. Some of the teachers did not feel comfortable with the approach’s effective implementation. Since the Lunch and Learn approach was introduced, it has been well received by the schools and their surrounding communities. The challenges include:

2. Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

OBJECTIVES

The Lunch and Learn approach is designed to:

1. Support teachers' positive change of attitude towards responding to VAC issues has included engaging teachers in discussions that can create positive shifts among schools to engage in discussions that can create positive shifts among teachers who are supposed to be the fulcrum of the school leadership. Teachers and the support staff meet at lunch time on a monthly basis to discuss and reflect on their teaching practices.

2. Teachers have gained confidence to report VAC cases such as defilement and gender relations that perpetuate violence against children. The Lunch and Learn is a promising approach for developing school staff who are leading the way in transforming schools into safer places for children.

3. Additional factors working together with the Lunch and Learn have improved since both children and teachers are now empowered and included.

4. The Lunch and Learn approach has been well received by the schools and their surrounding communities. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

5. The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

- The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

IMPLEMENTATION CHALLENGES

1. Some of the teachers did not feel comfortable with the approach’s effective implementation. Since the Lunch and Learn approach was introduced, it has been well received by the schools and their surrounding communities. The challenges include:

2. Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

- The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

KEY LESSONS FOR SCALING-UP AND FURTHER LEARNING

The Lunch and Learn approach is a promising approach for developing school staff who are leading the way in transforming schools into safer places for children. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

- The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

- The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.

- The Lunch and Learn approach’s effective implementation. The challenges include:

- Teacher facilitators were not planning the sessions and content in advance while others were constrained by time - marking learners’ work or writing their reports. This has translated into low teacher participation in topics while others were constrained by time - marking learners’ work or writing their reports. Some of the teachers did not attend the sessions citing disinterest in the approach’s effective implementation.

- Not all participating teachers were fully engaged and driven by teachers and other leaders in the school. This approach is school-based and school-led, championed by teachers around violence against children in schools and surrounding communities. The Lunch and Learn model has been implemented in 20 primary schools in the three districts of Kabarole, Kyenjojo, and Kibale.