
Context Matters

— RESEARCH GRANTS —

2020-2023 Context Matters Awarded Grants (Round 3)

Research title: Understanding and Supporting adolescent girls' social and emotional wellbeing: Case of Mpumudde Seed School in Uganda

Principle Investigator: Dr. John Mary Vianney Mitana
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Dr. Mitana, PhD, is currently a Principal and Lecturer at the Luigi Giussani Institute of Higher Education in Kampala, Uganda. He is also the founding Director of JM Education and Research Centre, Kampala. Dr. Mitana has extensive experience in conducting participatory workshops for teachers, head teacher's students and parents in Uganda and other developing countries. He also teaches action research methods and supervises action research projects. He is currently implementing various educational projects in Uganda and Sierra Leone. He has worked as a Principal Investigator and team leader of multiple educational research projects in Uganda, Kenya, Nigeria, and Sierra Leone.

Summary: There is a lack of research outside the United States and Europe that focuses explicitly on adolescent girls' social and emotional skills and how these skills translate into girls' wellbeing and Sexual and Reproductive Health (SRH). Even fewer studies have included adolescent girls in the research process. If the global education community is truly committed to providing equitable, quality learning opportunities for students then more attention must be paid to adolescent girls' social and emotional skills, including how these skills support girls' SRH within low resource contexts.

The research-team will engage a diverse group of adolescent girls in Uganda in a Feminist Participatory Action Research process to understand the social and emotional wellbeing and SRH of adolescent girls in an under resourced area of Uganda. The goals of this research are to understand how adolescent girls in secondary schools define their own social and emotional skills and wellbeing and to involve adolescent girls in exploring the social emotional skills that are critical to their ability to use their thoughts, emotions, and behaviour for improved SRH.

The research will result in three focused products including a Policy Brief on the ways in which adolescent girls define their own social and emotional skills and the implications for policy and practice within the space of gender and girls' education, a journal article focused on sharing the lessons coming from the study participants, adolescent girls and their female teachers: and a blog.