



# Newsletter

## From the President

May, 2026

### Editor

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*Dear Members of the European Association for Research on Adolescence (EARA),*

As we approach the final months before the 2026 EARA Conference in Utrecht, I would like to take this opportunity to share updates on several ongoing activities within our association and, at the same time, reflect on the journey we have undertaken together over the past two years.

### Supporting Early Career Researchers and International Collaboration

One of the main priorities of my presidency has been to strengthen opportunities for early career researchers and to promote collaboration across countries and career stages. I am very pleased to see how many of the initiatives launched during the past years are now fully active and growing.

The [EARA Methodological Webinar Series](#) has become one of the central activities developed in collaboration with the Early Career Researchers' Committee. Over the past year and half, nine webinars have been conducted, covering topics such as multilevel modeling, longitudinal data analysis, qualitative methods, academic writing, and presentation strategies. The final webinar of the current series, "Get Funded: Writing Compelling Grant Proposals," will be held on May 22. I would like to sincerely thank Beatrice Bobba and the Early Career Researchers' Committee for their extraordinary collaboration and

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engagement in organizing these activities. I am particularly pleased that the Committee has already expressed its willingness to continue the webinar series over the next two years, ensuring continuity for this valuable training initiative.

The [EARA Visiting Program](#), introduced in 2024, has also developed very successfully. Two calls have already been completed, and in each call three early career scholars were selected to visit senior EARA members in order to collaborate on joint publications and research projects. These visits have fostered meaningful mentoring relationships and international collaborations. In this newsletter, you can also find the third call for the Visiting Program, which is now open (deadline June 15, 2026). In parallel, the [EARA Collaborative Research Network](#) continues its activities, with groups of early career and senior researchers working jointly on scientific projects. You can learn more about the outcomes of these collaborations through dedicated symposia during the upcoming EARA Conference in Utrecht and through reports published in future EARA newsletters. These initiatives reflect EARA's strong commitment to creating meaningful opportunities for collaboration and professional development.

Another important milestone will be the upcoming [EADP-EARA-SRA Summer School](#), which continues to represent one of the most valuable international training experiences for doctoral students in our field. The candidates for the next Summer School, which will take place in Utrecht in August 2026, before the EARA conference, have now been selected. The Summer School will once again bring together doctoral students and leading scholars from different countries for several intensive days of scientific exchange, methodological training, and networking opportunities.

Another great pleasure has been reading each month the research highlights published by

early career members featured in the [Emerging Scholar Spotlight](#). These initiatives provide excellent visibility to the outstanding work conducted by young members of our association and offer inspiring examples of the diversity and quality of contemporary adolescence research.

### [Looking forward to the Utrecht Conference](#)

Preparations for the [2026 EARA Conference in Utrecht](#) are progressing very well under the leadership of Susan Branje and her team. The number of submissions received for the conference has been exceptionally high, confirming the great vitality of research on adolescence and the strong interest in the conference within our international community. The Utrecht conference, therefore, promises to be an exciting opportunity to learn about the latest developments in adolescence research, exchange ideas with colleagues, and establish new collaborations.

In addition to the rich scientific program, the conference will also include several methodological workshops, offering participants further opportunities for advanced training and professional development. The conference will also feature a rich social program, creating many opportunities for informal networking, discussion, and strengthening connections across our international community.

During the conference, we will also have the opportunity to celebrate the recipients of the **EARA awards**. The EARA Lifetime Achievement Award, the EARA Young Scholar Award, and the EARA Mentoring Award recognize the scientific excellence, mentoring commitment, and contributions that members of our community provide to the field of adolescence research. The conference will also offer opportunities to meet and interact with the **EARA National**

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**Representatives**, whose work is becoming increasingly important in strengthening local engagement and promoting EARA activities across countries.

The Council has also worked intensively to support participation in the conference, particularly for early career researchers. We are pleased that the increased funding for **travel grants** and the introduction of “green” travel grants will help make participation more accessible and sustainable.

I would like to sincerely thank Susan and the local organizing team for their extraordinary work and dedication! Organizing an international conference requires enormous effort behind the scenes, and we are all very grateful for their commitment. In this newsletter, you can read much more about the conference in the contributions prepared by Susan Branje and Beatrice Bobba, which present the many activities related to the conference and those organized by the Early Career Researchers’ Committee. I encourage all members to actively participate in the scientific, professional, and social opportunities offered by the conference.

At the same time, preparations for the **2028 EARA Conference in Bologna**, Italy, are actively ongoing. The Summer School will take place in a truly fairy-tale setting, in the small castle of the medieval village of Bertinoro, near Cesena, from September 1 to 5, 2028. The EARA Conference itself will then take place in the center of Bologna, home to the oldest university in the Western world, founded in 1088, from September 5 to 8, 2028. I very much look forward to welcoming the EARA community to my home university in 2028!

### **Strengthening the EARA Community**

During the past two years, we have also worked to strengthen communication and engagement within our association. The

**Membership Committee** chaired by Katharina Eckstein and the **National Representatives**, coordinated by Filomena Parada, have played an important role in reaching out to members, promoting EARA activities, and identifying ways to make our association even more inclusive and connected. We have also continued improving our digital infrastructure, including updates to the website and membership management systems, to facilitate communication and participation in EARA initiatives. We are now finalizing an **EARA handbook** that will provide practical guidance on the structure of EARA, the various roles within the association, and the procedures for organizing and managing EARA initiatives and activities. Our goal is to facilitate smooth transitions between roles, preserve institutional knowledge, and support both current and future members involved in the association's work.

The **election** process is currently ongoing, and I would like to remind all members that voting will remain open until the end of May. Through these elections, positions within both the EARA Council and the Early Career Researchers’ Committee will be renewed. In particular, the position of Newsletter Editor within the Council is vacant following the completion of Olga Solomontos-Kountouri’s second mandate. In this regard, I would like to express my deepest gratitude to Olga for her extraordinary work over the past eight years as Newsletter Editor. Through her dedication and creativity, she has made a fundamental contribution to maintaining this important forum for sharing the association’s initiatives and disseminating the research conducted by our members. Her work has played a central role in strengthening communication and visibility within the EARA community.

This particular newsletter hosts a **special issue** focused on a topic of great contemporary relevance: “Adolescent thriving in multicultural societies: Individual

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and socio-contextual factors supporting positive development of diverse youth” chaired by Beatrice Bobba and Olga Solomontos-Kountouri. I am deeply grateful to all colleagues who contributed to this important discussion.

Several changes are also taking place within the Early Career Researchers’ Committee. In this regard, I would like to echo the words of Beatrice Bobba later in this newsletter, in thanking all members who are completing their roles for their commitment and valuable work over the past years. In particular, I would like to warmly thank Anna Maria-Mayer, Maria Petridou, and Beatrice Bobba for their important contributions to the activities and development of the Committee.

### **A Personal Reflection and an Immense Gratitude**

As my mandate as EARA President will come to an end in August, I would like to take a moment to express my sincere gratitude to all those who have contributed to the life of the association during these years. At a historical moment in which we are almost daily confronted with polarization, division, and different forms of aggression and violence, having the opportunity to contribute to a community where collaboration, mutual support, and constructive engagement are at the heart of our shared identity is truly something to be deeply grateful for.

Serving as President of EARA has been a tremendous honor, both professionally and personally. EARA has been part of my academic journey since I was a PhD student, and having the opportunity to contribute to this community first as Secretary and then as President has meant a great deal to me.

I would like to warmly thank all members of the Executive Committee, the Council, the Early Career Researchers’ Committee, the National Representatives, and the many

colleagues who contribute, often behind the scenes, to the success of our association. Thank you to each of you, Metin, Ingrid, Fabrizia, Andrik, Beatrice, Susan, Katharina, Philipp, Nelsi, Savas, Stefanos, Filomena, and Olga, for all your contributions. A very special thank goes to our treasurer, Andrik Becht, for always being available and supportive, even at the most improbable moments (including once on Christmas Eve!), and to our Secretary, Fabrizia Giannotta, for her exceptional work and dedication in coordinating the association's many activities. Over these two years, our weekly and often daily calls have become not only an essential part of the work but also one of the most enjoyable aspects of this journey!

Last but not least, I would like to thank all EARA members. Your enthusiasm, scientific passion, and willingness to collaborate are what make this association such a vibrant and welcoming community.

Before concluding, I would also like to extend my very best wishes to the incoming EARA President, Metin Özdemir. During the upcoming EARA Conference in Utrecht, we will officially celebrate this important transition and handover of responsibilities. I am fully confident that, under his leadership, EARA will continue to grow as a vibrant, supportive, and internationally recognized scientific community.

So, a big thank you to everybody, and I look forward to seeing many of you in Utrecht in August and then welcoming you in Bologna in 2028!

With warm regards,

**Prof. Elisabetta Crocetti, PhD**  
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## SPECIAL ISSUE

# “Adolescent thriving in multicultural societies: Individual and socio-contextual factors supporting positive development of diverse youth”

Edited by Beatrice Bobba, Utrecht University (the Netherlands)

This Newsletter Special Issue focuses on the development of adolescents from diverse ethnic and cultural backgrounds. Due to processes of globalization and migration, societies worldwide are becoming increasingly multicultural (Meissner, 2019). These profound changes have led to the emergence of both opportunities (e.g., intergroup encounters, multicultural knowledge) and challenges (e.g., discrimination, integration) that inevitably shape how adolescents navigate their developmental tasks and adjustment in multiple contexts. The contributions included in this special issue shed light on these dynamics. Despite differences in theoretical frameworks, methodologies, and countries, three common threads emerge across these studies, which can orient research advancements in the field.

First, the included studies and projects tackle *different dimensions of adolescent adjustment* which align with key characteristics and developmental tasks of this life stage. The first contribution focuses on sleep health, an important gateway for

well-being especially in adolescence (McGlinchey, 2015). The second study adopts a multidimensional understanding of psychosocial school adjustment, which encompasses both school-related functioning (i.e., school grades, teacher support, and classroom belonging) and general well-being (i.e., emotional, psychological, and social well-being, and life satisfaction). The third project focuses on ethnic-based cyberbullying behaviors, which have long-lasting consequences for adolescent mental health and functioning (McDougall & Vaillancourt, 2015). Overall, these indicators fully capture the complexity of adolescent adjustment. Importantly, they align with a multidimensional programmatic definition of well-being, namely the condition in which “adolescents have the support, confidence, and resources to thrive in contexts of secure and healthy relationships, realizing their full potential and rights” (Ross et al., 2020, p.473).

Second, the contributions provide a *socio-ecological understanding of adolescent adjustment* as intertwined with individual characteristics and experiences in both proximal (e.g., school) and distal contexts (e.g., digital space). The individual level is the key focus of the first study (De Lise et al., 2024) presented in the first contribution, which highlighted the concurrent and longitudinal interplay between sleep functioning and identity processes across the relational and educational domains. Moving beyond individual characteristics, the second study (Pagano et al., 2026) of the first contribution examines the role of positive and negative contact experiences in multiple proximal contexts (i.e., at school and in leisure-time activities) for adolescents’ sleep patterns. Further, the second contribution delves deeper into proximal influences, particularly in the school and classroom contexts, by focusing on the implications of multicultural and critical consciousness teaching climates. Besides direct experiences

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in and out of school, dynamics and interactions happening in the digital sphere have become an integral component of adolescent lives (Schoon et al., 2024). The third contribution focuses on this context, examining identity-based cyberbullying in relation to adolescents' ethnicity and sense of group belonging. Together, these contributions provide insight into the ecology of adolescent adjustment, not an isolated individual endeavor but a socially embedded process (Bronfenbrenner & Morris, 2007). As such, researchers should strive to integrate multiple contexts of analysis and shed light on the factors, conditions, and experiences that are conducive of positive youth development. This also requires attention to broader country dynamics which can shape how ethnically diverse adolescents navigate their developmental tasks (Stevens & Walsh, 2019). While these contributions have examined adolescents' adjustment in different countries, internationally comparative evidence is crucial to shed light on how national level conditions, policies, and cultural characteristics contribute to young people's development.

Third, the presented studies and project adopt an *intergroup perspective* by considering that ethnic majority and minority adolescents might benefit from different resources, and face unique opportunities and challenges in their developmental contexts. As emerges in both the first and second contributions, negative individual (e.g., reconsideration of identity commitment) and contextual conditions (e.g., teaching climate) can be detrimental especially for adolescents from ethnically minoritized groups. Further, preliminary findings from the third project highlight how adolescents' ethnicity and social group identification shape experiences and perceptions of cyberbullying. Ultimately, more studies relying on intergroup perspectives are needed to inform culturally sensitive and effective interventions that can

support adolescents thriving in multicultural societies. Additionally, attention should be paid to the adjustment of adolescents with a mixed heritage, an emerging group in European societies, whose opportunities and challenges might differ from the one experienced by both their ethnic majority and ethnic minority peers (Midtbøen et al., 2025).

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## 1. Sleep Health as an Indicator of Thriving in Multicultural Societies: Longitudinal Associations with Identity Development and Intergroup Contact

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In contemporary multicultural societies, adolescents increasingly grow up in ethnically and culturally diverse contexts (Titzmann & Jugert, 2019). All adolescents, regardless of ethnic or cultural background, must navigate questions about their identities, social roles, and responsibilities across diverse groups (Crocetti et al., 2023). Adolescents with a migrant background often face additional challenges in this process. Beyond negotiating their ethnic identity, they may experience “intensified identity work” (Erentaite et al., 2018) also in other domains, such as education and interpersonal relationships (Crocetti et al., 2011). Understanding which factors support adolescents' positive development in such contexts is therefore crucial for fostering cohesive and inclusive societies.

One key yet often overlooked aspect of adolescents' well-being is sleep health. Sleep represents a fundamental component of daily functioning and is intertwined with broader psychological, social, and emotional well-being (Bacaro et al., 2024). Despite its importance, little is known about how sleep health relates to developmental processes, particularly in multicultural contexts, such as identity development and intergroup contact. Drawing on the socio-ecological framework of sleep health (Meltzer et al., 2021), which conceptualizes sleep as embedded within multiple aspects of adolescents' ecology, in two recent longitudinal studies (De Lise et al., 2024; Pagano et al., 2026) we examined how multiple dimensions of sleep health relate to adolescents' identity development and interethnic interactions in culturally diverse

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environments. Sleep was assessed using both subjective (i.e., self-reported) and objective (i.e., actigraphy) measures. Both studies relied on four-wave longitudinal data from the longitudinal ERC-Consolidator project IDENTITIES (G.A. 101002163, PI: Elisabetta Crocetti; <https://site.unibo.it/identities/en>). Participants were approximately 1,400 adolescents (Mage  $\approx$  15 years), gender-balanced, attending secondary schools in Italy, and representing diverse cultural backgrounds. Adolescents with a migrant background were defined as those born abroad or with at least one parent born outside Italy. In both studies, Random-Intercept Cross-Lagged Panel Models were used to examine developmental dynamics over time.

### *Identity processes*

The first study (De Lise et al., 2024) examined whether sleep health dimensions were longitudinally associated with adolescents' identity processes (commitment, in-depth exploration, and reconsideration of commitment; Crocetti et al., 2008) in educational and interpersonal domains, adopting a culturally sensitive approach. Results showed that most longitudinal associations were similar for Italian adolescents and adolescents with a migrant background. However, in the educational domain, the association between high levels of reconsideration of commitment and lower objective sleep efficiency was significantly stronger for students with a migrant background. In the relational domain, among adolescents with a migrant background, higher commitment was associated with fewer self-reported wake problems, and longer objective sleep duration was associated with higher in-depth exploration. Overall, these results suggest that while solid commitments foster well-being of all adolescents, and specifically of youth with a migrant background, the negative effect of reconsideration of commitment can be stronger for this latter

group. This is particularly true in the educational domain, since the school context is crucial for fostering integration.

### *Interethnic interactions*

The second study (Pagano et al., 2026) investigated the interplay between subjective (i.e., self-reported sleep problems) and objective (i.e., sleep efficiency and duration) indicators of sleep health and positive and negative intercultural interactions across two contexts (school and leisure time). Results of the second study showed that, both in the school and leisure-time context, negative interactions were consistently associated with lower subjective sleep health, lower sleep efficiency, and shorter sleep duration. Conversely, positive intercultural interactions were positively associated with better sleep efficiency, although these effects were mainly observed at the between-person level. These findings underscore the nuanced interplay between the quality of intercultural interactions and both subjective and objective indicators of sleep health, suggesting that adolescents' sleep can be conceptualized as a socially embedded phenomenon shaped by the cultural contexts in which young people live. Overall, these findings encourage researchers to reconsider adolescents' sleep health, as social factors typical of multicultural societies (e.g., interethnic interactions) influence well-being during adolescence.

### *Conclusions*

Together, these studies highlight the importance of considering sleep health as a key indicator of thriving in multicultural contexts and point to the roles of identity and intergroup contact.

### *Acknowledgments*

We thank our colleagues Francesca De Lise & Maria Pagano for their contributions to the research presented in this article.

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## 2. Fostering Ethnic Minority and Majority Adolescents' Psychological School Adjustment: Implications of Multicultural and Critical Consciousness Climates

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Adjustment to school is a key indicator of successful acculturation among ethnic minority adolescents and has long-term implications for integration into society (Berry et al., 2006; Schachner et al., 2016). However, ethnic minority youth consistently report lower academic achievement, weaker school belonging, less teacher support, and lower well-being and life satisfaction than their ethnic majority peers (Cabral-Gouveia et al., 2023; Celeste et al., 2019; Wadsworth & Pendergast, 2021).

Research highlights the importance of the school's diversity climate in fostering students' psychological school adjustment (PSA). A multicultural teaching climate, where cultural diversity is recognized and valued, has been associated with positive outcomes such as increased academic achievement, well-being, and belonging (Bardach et al., 2024). More recently, attention has shifted to a critical-consciousness climate, which focuses on awareness of discrimination and structural inequalities (Schachner et al., 2021). Initial findings suggest that this type of climate may also promote PSA (Bardach et al., 2024).

However, few studies have directly compared how these climates affect ethnic

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minority and majority students differently. This distinction is important, as effects may vary depending on students' ethnic backgrounds (Schachner et al., 2021). The present study addresses this gap. Based on prior research, it was hypothesized that: ethnic minority students would report lower PSA than ethnic majority students (H1); stronger perceptions of multicultural and critical-consciousness climates would relate to higher PSA (H2-3); and these relationships would differ between ethnic minority and majority students (H4-5).

### *Sample and methodology*

Data were collected during the 2024–2025 school year in two waves (T1: November 2024–January 2025; T2: April–June 2025). Participants were 1,513 secondary (vocational) school students in the Netherlands (Mage = 17.13 years; 54.3% female), from 89 classes across 25 schools. Most participants identified as ethnic Dutch (n = 934), while 570 students reported minority backgrounds (e.g., Moroccan, Surinamese, German).

Students completed a questionnaire during class hours on their phone or laptop. Measures included perceptions of school diversity climate at T1 and multiple PSA indicators at T2: academic achievement (Dutch and math GPA), teacher support, classroom belonging, well-being (emotional, social, psychological), and life satisfaction. Multigroup multiple regression analyses examined longitudinal effects, controlling for baseline PSA. Wald tests assessed group differences, and clustering within classes was accounted for.

### *Results*

H1 was partially supported. Ethnic majority students reported higher math grades at both T1 and T2, and more teacher support at T2, compared to ethnic minority students. No significant differences were found for other PSA indicators or perceptions of diversity climate.

H2 and H3 were not supported. Multicultural climate at T1 did not predict PSA at T2 after controlling for baseline levels. Contrary to expectations, a stronger perceived critical consciousness climate at T1 was associated with lower math achievement and emotional well-being at T2.

Multigroup analyses offered partial support for H4. Ethnic majority students, but not minority students, showed higher Dutch grades at T2 when perceiving a stronger multicultural climate at T1. The Wald test indicated this difference was significant. H5 was also partially supported. Among ethnic majority students, stronger perceptions of a critical consciousness climate were linked to lower Dutch and math grades, while for ethnic minority students, this climate was associated with lower emotional well-being. However, only the effect on Dutch grades significantly differed between groups. Additionally, a significant group difference emerged for classroom belonging. Although individual effects were not significant, the direction of associations differed, as the association was negative for minority students and positive for majority students.

### *Conclusion*

Contrary to prior research showing mostly positive effects of multicultural and critical-consciousness climates, this study found only limited and sometimes negative associations with students' PSA. In particular, a critical-consciousness climate was linked to lower academic performance and emotional well-being. Importantly, these effects appear to differ between ethnic minority and majority students, highlighting the need for a more nuanced understanding of how the schools' diversity climate affects different groups of students.

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### 3. Ethnicity and Indigeneity in Cyberbullying among Youth: A Multi-Method Exploration for Informing Research and Intervention Approaches

Luisa Morello

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This is an ongoing PhD project within the [PARTICIPATE](#) project, a Marie Skłodowska-Curie Actions Doctoral Network funded by the European Union that focuses on advancing evidence-based research on overlooked aspects of cyberbullying, such as ethnicity. Digital spaces have become key environments where prejudiced and stigmatizing views toward devalued social identities related to ethnicity, race, and migration are disseminated and reinforced (Blaya & Audrin, 2019). As a result, discriminatory and racist behaviors, such as identity-based cyberbullying, can spread more easily in online environments (Jaron Bedrosova et al., 2023). Identity-based cyberbullying differs from general cyberbullying, as it is motivated by social stigma directed toward devalued social positions (Earnshaw et al., 2018). It disproportionately targets individuals holding minoritized social identities, including those based on ethnicity and Indigeneity, and may result in more severe consequences than general cyberbullying (Schultze-Krumbholz et al., 2022). Given the relevant role of digital spaces in young people lives, these online dynamics may have a meaningful impact on their development (Karras et al., 2021).

Ethnicity and Indigeneity have often been framed primarily as sources of

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vulnerability in cyberbullying research. However, different dimensions of ethnic identity can play a protective role in youths' adjustment (Jugert et al., 2021). Examining their multidimensional nature may offer a more nuanced understanding of how ethnicity and Indigeneity function in cyberbullying among minority and majority youth. Accordingly, the aim of this research is to examine experiences of cyberbullying, distinguishing between general and identity-based forms, among ethnic minority and Indigenous youth, as well as youth occupying normative social positions. Guided by a transformative paradigm (Mertens, 2023), this project integrates critical race theory within a socio-ecological perspective on cyberbullying (Earnshaw et al., 2018).

### *Inside the Research*

The research has been conducted using a multi-method approach. First, a systematic scoping review was conducted to map the state of the art in research on general and identity-based cyberbullying involving ethnic minority and Indigenous children and adolescents. This review identified several research gaps and challenges, particularly at the social and structural levels of analysis. Key findings indicated that the existing literature is characterized by a lack of theoretical frameworks that account for the role of digital ecology and social power dynamics; a limited conceptualization of ethnicity and Indigeneity that overlooks their multidimensional nature; a scarcity of studies addressing identity-based cyberbullying and perpetration; the underrepresentation of certain world regions and Indigenous populations; and a lack of culturally sensitive methodological approaches.

The empirical component of the project aimed to address some of these gaps through school-based research conducted in Norway among preadolescent and adolescent students (11-16 years old). A quantitative person-centered approach was used to examine whether, among students identifying as both ethnic minority and majority, distinct ethnic identity profiles

were differently associated with general and identity-based cyberbullying perpetration. Initial findings have suggested that students with a stronger sense of belonging to their ethnic group may engage less in general and ethnicity-based cyberbullying perpetration.

Finally, a qualitative study based on focus groups explored the perspectives of students identifying as Indigenous Sámi and Norwegian about cyberbullying, and the perceived roles of schools and parents in addressing it. Preliminary insights have indicated that students' social identity position may shape their views on cyberbullying. Sámi students' strong identity belonging seemed to link with a sense of inter-minority empathy in shaping their perspective on cyberbullying. Students also emphasized the importance of school and parental involvement in preventing and responding to cyberbullying.

### *Initial Conclusions*

In an increasingly multicultural society, creating safer digital environments and equipping all youth with the skills to navigate cultural diversity in these contexts are key priorities. By promoting deeper understanding of others, the development of ethnic and Indigenous identity may provide both minority and majority youth with resources for more reflective engagement in digital contexts. Thus, it may contribute to reduced involvement in both general and ethnicity-based cyberbullying. Integrating ethnic and Indigenous identity development into cyberbullying prevention and intervention programs may therefore enhance their effectiveness. These efforts would benefit from coordinated action across multiple levels and stakeholders, as addressing a social issue such as cyberbullying requires shifting responsibility from the individual alone toward shared social and structural responsibility.

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## Updates from EARA Early Career Researchers committee

Submitted by Beatrice Bobba

Dear EARA-members,

We would like to update you on activities and opportunities for the EARA Early Career Researchers community.

Looking forward to EARA 2026 in Utrecht Preparations for the upcoming EARA 2026 conference, to be held in Utrecht (August 18-21) are proceeding at a very fast pace. Together with the conference organizing committee, we are putting together several formal and informal events for early career researchers.

During the first day of the conference (August 18th), preconference workshops will take place. This year, we are happy to propose a wide range of workshops on various analytical approaches (e.g., longitudinal analyses, network psychometrics), critical research methods (e.g., QuantCrit framework), and important academic skills (e.g., scientific writing, networking). For more information, visit this page. And don't forget to sign up!

As part of the conference program, we are also organizing the Meet-the-Editor session. This event will feature several editors and members of editorial boards of highly competitive journals in the field of adolescent research. Join us to gather experts' tips into writing compelling papers and managing the ups and downs of the submission and review processes! More details will follow soon on the EARA 2026 website.

Last but not least, we are very excited about the great number of applications for the Best Poster Award competition this year! We look forward to receiving the participants' posters

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in August and sharing them with the evaluation committee.

Besides formal activities, we hope to see many of you at our Early Career Researchers evening on Wednesday August 19th. The event will start with a delicious dinner at a local pub in Utrecht city center. Afterwards, we are planning an informal pub stroll to explore the city with an Utrecht-themed bingo activity and visit some of the most fun and unique bars of the city.

### **Committee news**

The EARA Early Career Researchers committee will change substantially after the EARA 2026 conference, which marks the end of the mandate for several members. Our secretary Maria Petridou and our secretary and coordinator of the emerging scholar spotlight Anna-Maria Mayer will leave the committee. We would like to thank them for their contribution to the committee activities, from conference planning to ensuring the regular publication of our spotlight initiative, and for all of their work in strengthening our community of early career researchers.

This will also be the last newsletter update that I, Beatrice Bobba, will write as Representative of the Early Career Researchers committee. After two incredible and fun years, my mandate comes to an end. I am very excited to leave the committee in the hands of our current Deputy and soon-to-be Representative, Fabio Maratia!

You will have a chance to choose the new members of the Early Career Researchers committee during the upcoming EARA elections. Don't forget to cast your vote! And thank you to everyone who has expressed their interest in joining the committee.

### **Emerging Scholar Spotlight initiative**

Are you an early career researcher and has your paper been recently published in a peer-review journal? Then, participate in the Emerging Scholar Spotlight initiative! Every month, the spotlight features the summary of recently published work in the field of adolescent research. The Spotlight is published on our social media channels and

the EARA website, and also distributed via email updates in the EARA community.

For further details, you can reach out to our email address: [earaearearlycareer@gmail.com](mailto:earaearearlycareer@gmail.com). We are looking forward to receiving your research updates and spreading the news about the great work you have been doing!

### **Stay updated!**

We regularly publish news, announcements, and the monthly spotlight on our Twitter page (@Earaearlycareer) and on the EARA LinkedIn group. Follow us to stay updated!

Your EARA Early Career Researchers committee,

Beatrice Bobba, Fabio Maratia, Anna-Maria Mayer, Maria Petridou, Saira Wahid

## ***A Warm Welcome from the EARA 2026 Conference Team***

We are thrilled to welcome you to what promises to be an inspiring and unforgettable EARA 2026 Conference! With more than 550 unique presenters, 4 keynotes, 55 symposia, 5 roundtables, 50 presentation sessions, and 3 poster sessions with about 100 posters, this year's program offers an exceptional range of cutting-edge research and discussion on adolescence from scholars around the globe.

The conference officially opens in the late afternoon of Tuesday, August 18, 2026, and we cannot wait to gather with you in Utrecht for several days of learning, collaboration, and connection.

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## Don't Miss the Preconference Workshops

Before the main conference begins, we invite you to join one of our highly anticipated preconference workshops, taking place on Tuesday, August 18, 2026. Several workshops are already close to capacity, so make sure to reserve your place soon.

Already registered? You can still update your registration and add optional activities at any time.



## Conference Dinner – Thursday, August 20, 2026

Join colleagues and friends from around the world for a truly memorable evening at the historic Nicolai Church. Set beneath the church's magnificent architecture, the conference dinner offers the perfect atmosphere for meaningful conversations, new collaborations, and relaxed socializing beyond the conference halls. Guests will enjoy a delicious dinner prepared with fresh, locally sourced ingredients that showcase the best regional flavors, accompanied by live entertainment. And when dinner comes to an end, the celebration continues. Our DJ will transform the evening into a lively social gathering filled with music, dancing, and festive energy. It will be a night of great food, inspiring company, and joyful connection, perhaps even making us feel as energetic and spirited as the adolescents who inspire our research every day.



## Early Career Scholars Evening – Wednesday, August 19, 2026

We are especially excited to welcome our early career researchers to a dedicated evening of fun, networking, and exploring Utrecht together. The evening begins with dinner at Mick O'Connells Irish Pub, offering a relaxed setting to connect with fellow scholars and build new friendships. Afterwards, we will head into Utrecht's vibrant city center for an informal pub stroll featuring some of the city's most unique and enjoyable bars. Feeling adventurous? Join the Utrecht-themed bingo challenge during the evening! Team up with fellow participants, explore the city, capture memorable moments, and compete for a special prize. We look forward to sharing these wonderful experiences with you and making EARA 2026 a conference to remember!



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## Announcements

### Call for the EARA visiting program – third call (2026)

The EARA visiting program, launched for the first time in 2024 by the EARA President, Elisabetta Crocetti, to support networking and mentoring among EARA members, opens a third call for 2026.

#### Who can apply?

One or a small group of EARA early career members (defined for this call as those who are currently working on pre-doctorate levels or have obtained their doctoral degree within the last five years; i.e., PhD title obtained after June 15, 2021) can apply together with an EARA senior member (a member with at least 10 years of experience after the PhD; PhD title obtained before June 15, 2016). Applicants need to have an active EARA membership when they apply.

The EARA early career members can apply for a visiting fellowship to visit an EARA senior member from another country (i.e., host institutions of the EARA early career and senior members must be in different countries) to work on either:

- a joint publication
- a joint grant application (e.g., for Marie Curie grants that require an early career scholar to apply together with a scientist in charge).

The possibility to apply is open to all EARA members, including those who hold specific roles in the association (e.g., national representatives, members of the EARA committees) and those who have applied for the EARA Collaborative Research Network. The aim is to support new international collaborations or reinforce collaborations established in the call of the EARA Collaborative Research Network.

EARA early career members who were funded in the 2024 or 2025 EARA Visiting program cannot reapply.

#### How to apply?

The EARA early career member(s) need to apply together with a matched senior member. They need to:

- fill out this form with the data of each applicant ([https://unibopsice.eu.qualtrics.com/jfe/form/SV\\_b8FE6VbNi9IAR6m](https://unibopsice.eu.qualtrics.com/jfe/form/SV_b8FE6VbNi9IAR6m))
- submit their CVs (labeled Surname\_cv.docx)
- send a proposal (max 1000 words, with the word count specified on the first page) specifying the purpose of the visit (e.g., which is the joint publication or grant application you will be working on) and how it will be organized (e.g., for how long, how it will be structured) (labeled Proposal.docx).
- Note. The main focus should be on research on adolescence. For research involving multiple developmental periods, it is required that the main one is adolescence.
- provide a budget plan (specifying if you have access to any additional support for the mobility; e.g., from your institution). The budget should be included on the last page of the proposal and does not count towards the word limit. Only costs for accommodation and travel costs can be considered.

These documents must be sent to the EARA secretary, Fabrizia Giannotta, by email ([fabrizia.giannotta@unito.it](mailto:fabrizia.giannotta@unito.it)). Indicate in the Object: “Application for the EARA visiting program”.

#### Do you need help to find your match?

If you are an EARA early career and/or senior member interested in this Call, you might already have an idea who could be your best match (e.g., from prior conferences or shared research interests). If you need more ideas you can check who are the EARA members by accessing the Members directory (<http://www.earaonline.org/membership/members-directory/>; note: the access is restricted to members).

### How much is the visiting fellowship?

The amount of the visiting fellowship can be a maximum of 1,500 euros (total for each proposal). The specific amount will be assigned by the committee based on the submitted budget plan and is meant to provide support to the EARA early career members. The fellowship will be paid by the EARA treasurer after the presentation of receipts of expenses.

A maximum of two visiting fellowships will be assigned under this call.

As a token of appreciation, EARA senior member of selected proposals will have their membership extended for two years.

### When to apply?

The schedule for the 2026 Call is the following:

- Call opens: May 1, 2026
- Deadline: June 15, 2026
- Selection of applicants and notification of responses: By middle of July, 2026
- Travel visits must be completed by the end of 2027.

The evaluation committee consists of Elisabetta Crocetti (EARA President), Fabrizia Giannotta (EARA Secretary), and Andrik Becht (EARA treasurer).

### What is the expected outcome?

Awardees are required to prepare a report documenting the joint activity conducted during the visit. Each report will be published in one of the editions of the EARA newsletter. Awardees are also encouraged to present their work at the EARA 2028 conference, to be held in Bologna, Italy, in a dedicated symposium.

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