EARA
European Association for Research on Adolescence

Newsletter

November 2026



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Editor Beatrice Bobba (Utrecht University, the Netherlands)

Letter from the President

Dear EARA Members,

It is a great pleasure to write to you for the first time as President of EARA, and I thank you for your trust. I took on this role in Utrecht in August and will serve until our 2028 conference. EARA has long been my academic home: I have attended EARA conferences since 2012, joined the Executive Council in 2016, and served as Treasurer from 2016 to 2024. I have also served on the Awards Committee and as guest editor of the Journal of Adolescence special issue following our 2024 conference. Through these experiences I developed personally, professionally, and academically. I am looking forward to the opportunity to further contribute to EARA in this role and continue to be part of this vibrant community of researchers dedicated to understanding and contributing to the lives of young people.



Looking back on Utrecht 2026

Our 20th conference, "Dynamics of Youth", was a great success thank diligent efforts of Susan Branje and her wonderful local team. The conference received an exceptionally high number of submissions and built a rich scientific and social program. Warm congratulations to our award winners: Prof. Luc Goossens (KU Leuven, Belgium), Lifetime Achievement Award; Tuğçe Aral, Ph.D. (University of Potsdam, Germany), Young Scholar Award; and Prof. Sander Thomaes (Utrecht University, the Netherlands), Outstanding Mentor Award. Congratulations also to Andrea Buscemi (University of Bologna, Italy), Jennipher Jildenstål (University West, Sweden), and Sanyogita Khare (Radboud University, the Netherlands) who won the Best Poster Award among a record 57 applicants.

It was especially rewarding to see early career researchers present the outcomes of the Visiting Program and Collaborative Research Network projects, and to join the events organized by the Early Career Researchers' Committee and our National Representatives. Before the conference, 24 PhD students took part in the EADP–EARA–SRA Summer School at De Veluwe; many thanks to Beata Krzywosz-Rynkiewicz, Susan Branje, Lisa Kiang, and Stefanos Mastrotheodoros for organizing such a high-quality event. This quality could not be achieved without unique contributions of the senior scholars Eddie Brummelman, Hanna Christiansen, John Jamir Benzon Aruta, Zena Mello, Laura Wray-Lake, and Michela Zambelli.

I am also delighted that our membership grew by 45%, from 268 members in September 2025 to 389 in July 2026, from 37 countries. EARA is not only expanding in membership. EARA is also growing in visibility through continuous representation at the European Federation of Psychologists' Associations (EFPA) and the International Consortium of Developmental Science Societies (ICDSS).

Acknowledgments and transitions

I thank Elisabetta Crocetti, now our Past President, for an outstanding term that brought us the methodological webinar series, the Visiting Program, and a renewed website and membership system. Our sincere thanks also go to Olga Solomontos-Kountouri, who leaves the Council after many years as Newsletter Editor and as chair of the 2024 conference in Cyprus, and to Ingrid Schoon, who also leaves the Council after serving EARA in many important roles, including as President and special issue editor. I warmly

welcome Philipp Jugert as President-Elect, and Wim Beyers and Beatrice Bobba as newly elected Council members. Beatrice also takes over as Newsletter Editor after completing her term as Representative of the Early Career Researchers' Committee. In the Early Career Researchers' Committee, we thank Anna-Maria Mayer and Maria Petridou and welcome Fabio Maratia (Representative), Paula Duwe (Deputy Representative), and Andrea Buscemi, Vasiliki Makrydaki, and Genki Yasui (Secretaries). We also thank our National Representatives for France, Germany, Italy, Japan, Lithuania, and Switzerland, who completed their eight-year terms. The full Council and committees are listed at www.earaonline.org.

Priorities for 2026-2028

New initiatives. Research on adolescence in Europe has grown remarkably, yet we lack a systematic overview of where it is conducted, what it focuses on, and under what conditions researchers work. During my term, I would like EARA to reflect on where European adolescence research stands, and to ask what makes it matter. Therefore, during my term, I would like to implement an initiative: mapping adolescence research in Europe. This work will be composed of two parts: a bibliometric analysis of adolescence research over the last 25 years, and a survey of researchers aiming at understanding strengths, barriers, and facilitators in local contexts, national research priorities, institutions serving adolescents, and expectations from EARA. Building on this mapping work, next, I would like to start a discussion on what makes adolescence research impactful, both scientifically, and for practice and policy. Expert panels, in consultation with members, will develop recommendations to be shared as position papers and guidelines.

Supporting early career researchers. The webinar series will continue, organized by Fabio Maratia and me. The Visiting Program budget rises from €10,000 to €12,000, and the Collaborative Research Network continues, with mentors receiving one year of free membership. We are also clarifying eligibility criteria to make these opportunities more transparent, and finalizing an EARA Equity, Diversity, and Inclusion policy and code of conduct. Finally, the Mid-Career Award is now open to scholars 8–20 years after their doctorate, so please consider nominating colleagues for 2028.

Looking ahead

The 21st EARA Conference will take place in Bologna, Italy, on 5–8 September 2028, chaired by Elisabetta Crocetti and preceded by the EADP–EARA–SRA Summer School in Bertinoro (1–5 September). For the first time, there will be two submission rounds: an early round in 2027 for those who need time to apply for visas or travel funding, and a regular round with a deadline of 30 January 2028. Travel grants have increased to 15 grants of €600 and 5 green travel grants of €300. Details are at https://eventi.unibo.it/eara2028. Before then, the 2027 Summer School will be held in Florence ahead of the EADP conference, continuing our collaboration with EADP and SRA. Members who are in doctoral studies are welcome to apply.

I am also pleased to announce a Journal of Adolescence special issue based on the Utrecht conference. The theme of the special issues will be "Adolescents' Civic Engagement and Agency in Challenging Times", edited by Wim Beyers, Susan Branje, and Katharina Eckstein.

More information is available in this newsletter, on our website, and in the regular emails from EARA Secretary, Fabrizia Giannotta. If you would like to contribute to the mapping work or to serve as National Representative for a country not yet represented, please get in touch. I look forward to working with all of you.

With warm regards,

Metin Özdemir

Associate Professor of Psychology,
Örebro University, Sweden
President, European Association for Research on Adolescence (EARA)

> *"I am looking forward to continue to be part of this vibrant community of researchers dedicated to understanding and contributing to the lives of young people."*

XX EARA Conference in Utrecht & more



The **XXth conference of the European Association for Research on Adolescence (EARA2026)** was held **18-21 August 2026** at the Utrecht Science Park in Utrecht, The Netherlands.

Looking back at the XX EARA conference

The EARA2026 conference brought together **484 researchers** interested in adolescence for a stimulating exchange of ideas, new collaborations and fresh perspectives on this pivotal stage of life. The conference highlighted the collaboration between EARA2026 and Utrecht University's strategic research theme *Dynamics of Youth*.

The conference started with six preconference workshops on several methodological and research-relevant topics. After these stimulating sessions, the opening ceremony was highlighted with an amazing performance of Dekoor, a choir consisting of thirty young musicians from Utrecht who share a passion for close harmony. The opening keynote of Dr. John Jamir Benzon Aruta gave us insight on the impact of climate change on youth in the Global South and how we can involve youth to take action. The scientific programme further featured three more excellent keynote lectures by Laura Way-Lake, Matteo Giletta and Gonneke Stevens. In addition, the conference program included four roundtable discussions, 55 symposia with 196 presentations, 42 paper sessions with 166 presentations, and 72 posters and workshops.

In addition to these stimulating sessions, the programme also created opportunities for researchers to engage and connect. Beyond the formal sessions, the Early career network allowed early career researchers to explore the inner city of Utrecht. And the conference dinner in the Nicolai Church was a particular highlight, with many of us dancing late into the evening.

We look back at an amazing conference! Thank you to everyone who contributed to and took part in EARA2026. Your research, conversations and enthusiasm made it a memorable 20th conference. We hope to see you all again in two years at EARA2028 in Bologna.

Best wishes,

Susan Branje

on behalf of the Conference Organizing Team

EARA 2026 Awards

At the EARA General Assembly, the 2026 EARA Award Committee (Neslihan Güney Karaman, Metin Özdemir, Kazumi Sugimura, and Oana Negru) announced this year's award recipients. Four categories were open this year. The committee received nomination in three of them. No applications were received for the Mid-Career Award, so we encourage members to consider applying next time. The Committee reviewed all applications and chose the recipients by consensus. It based its decisions on each candidate's methodological, theoretical, and academic contributions to adolescence research.



EARA Young Scholar Award

Dr. Tuğçe Aral

This award recognizes outstanding early-career research. Six candidates were evaluated, and the committee was impressed by both the quality and the ambition of the work it read. The award goes to Tuğçe Aral.

EARA Lifetime Achievement Award

Prof. Luc Goossens

This award recognizes outstanding long-term contributions to the field. Two candidates were nominated, and the committee selected Luc Goossens as this year's recipient.





EARA Outstanding Mentor Award

Dr. Sander Thomaes

This award honors exceptional guidance and commitment to mentoring young scholars. It recognizes contributions that rarely appear in a publication list: patience, time, and belief in someone else's work. The award goes to Sander Thomaes.

We congratulate all three recipients and thank everyone who took time to prepare a nomination.

Neslihan Güney Karaman
EARA Award Committee

EARA 2026 Travel Grants

EARA is committed to supporting Early Career Researchers' conference attendance by covering their travel and accommodation expenses. This year, besides the **Regular Travel Grants**, EARA has issued the **Green Travel Grants** to support Early Career Researchers who opted for sustainable, low-carbon travel methods. The Travel Grant committee (Andrik Becht, Beatrice Bobba, Filomena Parada) has evaluated a high number of applications and ultimately assigned 8 Regular Travel Grants and 5 Green Travel Grants to young researchers from Europe and the U.S. **Learn more about the travel and conference experience of the awardees!**



34 applications received

8 Regular Travel Grants assigned

5 Green Travel Grants assigned

Green Travel from France

Ten hours by train to reach Utrecht? It was absolutely worth it, for the environmentally responsible travel and especially for the conference itself !

Attending the EARA conference for the first time was a highly enriching experience, both scientifically and personally. As a PhD student in developmental psychology working especially on metacognition and reasoning, I was a little afraid of being confronted with topics that were entirely new to me. Yet I left Utrecht with many research questions, some of them well beyond my own research area.

What struck me most was the quality of the exchanges. During oral and poster sessions, and even during coffee breaks, I had the chance to meet many researchers working on very different topics. These conversations challenged my assumptions, broadened my perspective, and led me to look at my own field from new angles. They also helped me catch up on research areas I rarely have the opportunity to explore in my daily work. Some of these discussions may well turn into future collaborations, which is perhaps the most exciting outcome of all. Meeting people face to face creates a connection that is precious, and it reminded me how much our research benefits from being shared across disciplines and countries.

I greatly appreciate that a Green Travel Grant was proposed, as it actively supports and values environmentally responsible approaches to academic practices. I would like to warmly thank the organizing committee for putting together such a welcoming conference, as well as all the researchers who took part. I can't wait to attend the next EARA conference !

Lyse Michel
Aix-Marseille University, France

Sustainable Travel and Conference Experience

Attending EARA 2026 in Utrecht was my first experience of an international research conference. With support from the EARA Sustainable Travel Fund, I travelled from Lancaster, UK, taking the train to London, the Eurostar across to Europe, and continuing by rail to Utrecht.

Choosing not to fly made the journey longer, but it also became part of the experience. Travelling slowly gave me time to prepare on the way there and, perhaps more importantly, to reflect on the conference on the way home.

I presented my doctoral research exploring the mental health needs of young refugees in UK schools and colleges. I initially felt apprehensive about presenting a small qualitative study amongst so much impressive large-scale research. Yet sharing my work reminded me that understanding adolescence also requires us to listen closely to individual stories and make space for the nuance and complexity of young people's lives.

Throughout EARA, I was struck by conversations about the conditions in which adolescents are growing up: climate change, conflict, migration, discrimination and social and economic inequality. Young people do not choose these circumstances, yet across the conference I was also reminded of their remarkable agency in navigating and shaping their lives within them.

Sitting on the train home, I found myself thinking differently about my own research. My thesis felt like a contribution to a much bigger conversation about young people's lives and futures. It also felt fitting to have made the journey more sustainably. As researchers interested in those futures, the choices we make about how we come together matter too.

Aiyana Tandon
Lancaster University, United Kingdom

Travelling to Utrecht per Night Jet: A short story of delayed trains and mini cabins

When it comes to green travel options from Austria to the Netherlands, taking the train was the first option coming to my mind. After all, only Germany - which is a large country to be fair - separates the two countries. My initial enthusiasm was hampered by the fact that day trains from Austria to the Netherlands take a minimum of 11h and two times changing with changing times below 30 minutes. Considering the suboptimal state of the German train network (e.g., in August 26 only around 56% of all German far-distance-trains were on time), I decided to use another type of train travel: night trains (Figure 1).

My journey started on the Sunday before the conference with a delay of 1 hour – the train was just not prepared on time. Upon arrival of the train, I entered the mini-cabin section and searched for my spot for the night.



Figure 1. Night jet exterior and interior of the mini-cabin section.

I prepared myself mentally for a claustrophobic situation but was utterly surprised when entering my mini-cabin: each cabin had a window, table, and was wider at the back side of the cabin (Figure 2). It is still not a big room but cozier than claustrophobic, and an upgrade to previous bunkbed cabins. After inspecting my cabin, there was little left than going to bed and waiting for the breakfast call the next day. The travel was smooth, and equally smooth on the way back to Vienna.



Figure 2. View from inside the mini-cabin. Top: working modus of the cabin. Bottom: Breakfast.

All in all, the night train was a pleasant experience, which easily beats flying regarding comfort and time saving.

Anna-Maria Mayer
Catholic University of Eichstätt-Ingolstadt, Germany

A first EARA conference experience

I attended EARA conference for the first time this year and was genuinely excited to meet European researchers working in adolescent development. The opening session gave me the chance to connect informally with colleagues whose work I've admired for years and to discuss my specific interests in puberty and menstruation – all while enjoying some delicious chips and mayonnaise!

I began the conference with a symposium talk presenting my research on reproductive development, sleep disturbances, menstrual symptoms, and depression, and an insightful audience question helped deepen some ongoing thinking I've been doing around menstrual symptom measurement. Throughout the conference, I met both past and future EARA collaborators. My second presentation showcased the outcome of last year's mentorship programme, work we have just submitted to a journal, and it was wonderful to finally meet my mentor, Fabrizia Giannotta, in person after only seeing each other on screen. I also met with two colleagues, as part of next year's visiting scholar programme, using one (extended) lunch break for an in-person kickoff meeting to plan our upcoming collaboration and the visit to Cork University to work in person.

When I wasn't presenting or networking, I sat in on some insightful and thought-provoking sessions and got to enjoy one of the liveliest and most engaging poster sessions I have ever been to. I also got to enjoy the beautiful surroundings, spending an evening walking around Utrecht and visiting Amsterdam on the way home!

Sophie Belfield
Cornell University, USA

Back in Utrecht for EARA 2026

Once again, I have to thank EARA for offering me such a wonderful opportunity!



Every EARA conference I have attended has been special, but this one felt even more meaningful for several reasons.

First, it was a joy to return to Utrecht, the city that welcomed me for six months as a visiting PhD student. Coming back after three years, older (of course!) but also more experienced professionally and having the opportunity to present my work to some of the people who contributed to my academic training was truly rewarding. It was equally special to reconnect with former office colleagues and realize that, while so much has changed, our bond remains the same :)

Second, following connections established in Cyprus during the 2024 conference, this year I had the opportunity to present the work developed through EARA Visiting Program initiative, an experience that perfectly reflects the association's commitment to fostering collaboration among researchers.

Third, this year's conference was particularly special because I officially took on the role of National Representative for Italy! I had the chance to meet many of the other representatives, including several who are new to the role, like me. Having benefited so much from EARA over the years, I am highly motivated to promote it in my country and encourage other early career researchers to become part of this great community.



Finally, EARA has been a constant presence throughout my academic journey since I started my PhD in 2020. It remains the conference I feel most connected to, not only because of the topics it covers, but also because of the collaborative atmosphere that I have appreciated from the very beginning. It is always inspiring to know that, year after year, I will meet again researchers who have become familiar faces (someone even a good friend!).

I am already looking forward to seeing everyone again in Bologna!

Federica Angelini
University of Padua, Italy

EARA 2026 experience

Attending the EARA 2026 Conference in Utrecht was a particularly meaningful experience for me, both academically and personally. As an early-career researcher working on school bullying and adolescent development, the conference gave me the opportunity to share my work, receive valuable feedback, and engage with researchers from different countries and research traditions.

I presented a poster based on my longitudinal qualitative research with adolescents who had experienced sustained school bullying. Discussing the study with colleagues was especially rewarding, as it allowed me to reflect on my findings from new perspectives and to exchange ideas about longitudinal and qualitative approaches to understanding adolescent development.

Beyond presenting my research, one of the most valuable aspects of EARA was the sense of community. Meeting other early-career researchers, reconnecting with colleagues, and taking part in conversations that continued beyond the formal sessions made the conference feel both intellectually stimulating and genuinely welcoming. My involvement with the EARA Early Career Researchers Committee also made this experience particularly special, as it strengthened my feeling of being part of an international community of researchers committed to supporting young scholars and advancing developmental science.

I returned from Utrecht with new ideas, new connections, and renewed motivation for the next steps of my PhD and research journey. I am very grateful to EARA for the Regular Travel Grant, which supported my participation and made this experience possible.

Vasiliki Makrydaki
University of Thessaly, Greece

My first international stage: EARA 2026

As an early-career researcher, I had attended many conferences in Türkiye, but EARA 2026 in Utrecht, one of the most respected conferences in my field, was my first international one, and it felt different from the very first day. I travelled on my own budget, without funding from my university or any other source, so simply being there already meant a great deal to me.

What struck me most was the range of work being shared. My research focuses on video games and digital technologies, and it was inspiring to see researchers from Türkiye and from many other countries exploring social media, gaming, and adolescents' digital lives from so many different angles.

I also gave my first presentation in a language other than my mother tongue. I was very nervous, but the audience quickly put me at ease. Everyone seemed genuinely focused on understanding the work rather than judging it. People asked why I had made certain choices and whether the study could be extended in new directions, and they offered thoughtful suggestions. One comment pointed to an aspect of my measurement approach that I had

overlooked, something I will carry into my next study.

Meeting experienced scholars in such a welcoming setting, at a beautiful university in a beautiful country, was a privilege. I am also deeply grateful to EARA for its support. The reduced registration fee for early-career researchers and this travel grant make a real difference, especially now that exchange rates have made international travel very costly for researchers from my country.

I left Utrecht with new ideas, new connections, and much more confidence. Thank you, EARA!

Muhammed Enes Keskinkılıç
Bartın University, Türkiye

New ideas and new connections

This was my second EARA, and once again, I came home with new ideas and energy. As a first-year PhD student, I had the chance to present my research and receive comments and advice that opened new directions and helped me grow as a researcher.

The conference theme, "Dynamics of Youth" spoke directly to my doctoral work. It reminded me that adolescence is a period of constant change, shaped by relationships, contexts, and time.

One talk that stayed with me was the keynote on adolescent mental health today. I was struck by how she linked changes over time with differences across countries and social groups, a perspective I will carry into my own work.

Across keynotes, posters, and symposia, each day offered a new way of looking at adolescence, through different contexts, theories, and methods. Throughout, the atmosphere was open: people shared their work generously and genuinely listened to one another.

This is what I take home: an environment that was stimulating both scientifically and personally, built on curiosity and openness. I reconnected with old friends and made new ones, and I think that combination is what makes EARA so special.

Simone Zasso
Sapienza University of Rome, Italy

EARA 2026 conference experience

Attending the EARA 2026 Conference in Utrecht was an important and inspiring experience. I had the opportunity to present my work, "Family Communication and Well-Being in Adolescence: A Cross-Cultural Comparison," which examines the role of family communication in adolescents' well-being across cultures.

I particularly appreciated the opportunity to discuss the study findings with researchers from different countries and to exchange perspectives on how family processes may be understood within diverse cultural contexts. These conversations provided useful insights for my research and highlighted the importance of studying adolescent development from a cross-cultural perspective.

International conferences are especially relevant for early-career researchers, as they offer opportunities not only to present one's work, but also to build new connections, explore potential collaborations, and gain perspectives that can enrich future research. Being able to discuss my work in an international context was particularly meaningful, as it encouraged me to reflect on new questions and possible directions for further studies.



Beyond my own presentation, I had the opportunity to learn about new research, develop new ideas, meet colleagues, and engage with the broader EARA community. I especially valued the chance to learn about different approaches and topics within

the field of adolescent development, which made the conference scientifically stimulating and personally rewarding.

I am very grateful to EARA for the Regular Travel Grant, which supported my participation in the conference and contributed to making this experience possible.

Lucrezia Cavagnis
University of Bergamo, Italy

An inspiring conference experience

To start off, I have to say that I feel very lucky that my first conference experience was with EARA. It was honestly such a rewarding experience for me in so many ways. I had the chance to listen to researchers who are experts in their fields, learn about so many different topics, and talk to people whose work I genuinely found interesting. I was pleasantly surprised about how friendly and warm everyone was. I never felt uncomfortable asking questions or starting a conversation, and that made the whole conference feel much more welcoming. I met so many motivated people from the field, and hearing about their projects and experiences was really inspiring as an early researcher. I feel like I learned just as much from the conversations in between sessions as I did from the presentations themselves.

Certainly, a very special part of the conference for me was presenting my own research. Since this was my first conference experience, sharing something I had worked on with so many people felt both exciting and a little surreal. It was incredibly motivating to see people were interested in my topic and wanted to discuss my work with me. EARA offers an amazing opportunity for young researchers like me who want to grow and find their place in the research community. I am truly grateful that you made it possible for me to be part of this experience. I will definitely be looking forward to future EARA conferences and hopefully being part of them again!

İlke Ecem Özmen
Yeditepe University, Türkiye

Of lost posters, Dutch pancakes, and informal chats

Listen to Ruchika's experience at EARA 2026



Ruchika Mathur
University of Galway, Ireland

Would you like to know more about awardees' travel and conference experience?

More (visual) stories to come on the **EARA social media pages**. Check them out!



LinkedIn EARA group

X EARA account

SAVE THE DATE – EARA 2028 in Bologna!

Following the wonderful experience of EARA 2026 in Utrecht, it is already time to start looking forward to our next meeting!





© Bologna Welcome and Bologna Convention Bureau

The **21st Conference of the European Association for Research on Adolescence (EARA)** will take place in **Bologna, Italy, from September 5 to 8, 2028**, hosted by **Alma Mater Studiorum – University of Bologna**.

EARA 2028 will bring together researchers, practitioners, and early career scholars from across the world to share the latest advances in research on adolescence, exchange ideas, strengthen existing collaborations, and create new ones.

We are preparing a **rich and stimulating scientific programme**, including keynote lectures, invited symposia, methodological workshops, oral and poster presentations, as well as dedicated opportunities for **Early Career Researchers** to present their work, develop their skills, and expand their international networks.

But EARA conferences are also about our community. A **vibrant social programme** will provide many opportunities to meet and connect with colleagues while discovering Bologna—its history, culture, unique atmosphere and, of course, its extraordinary culinary tradition. Guided activities, an Early Career Dinner, a Conference Social Dinner in a special location, and a final surprise are already part of our plans.

And for our Early Career Researchers, the EARA Conference will be preceded by the **EADP–EARA–SRA Summer School**, which will take place **from September 1 to 5, 2028**, in the medieval village of **Bertinoro**, providing another unique opportunity for scientific training, mentoring, and international networking.

The **Call for Submissions will open in early 2027**, with two submission rounds. An early round will make it possible to receive notification of acceptance already in 2027, particularly supporting colleagues who need additional time to apply for funding, obtain a visa, or organize international travel.

So, **save the dates: September 5–8, 2028**, and start planning your trip to Bologna!

We look forward to welcoming the EARA community to Italy for four inspiring days of **science, collaboration, networking, and shared experiences**. More information and regular updates will be available on the **EARA 2028 Conference website** (https://eventi.unibo.it/eara2028).

See you in Bologna in 2028!

Elisabetta Crocetti

EARA 2028 Conference Chair

EARA-EADP-SRA Summer School

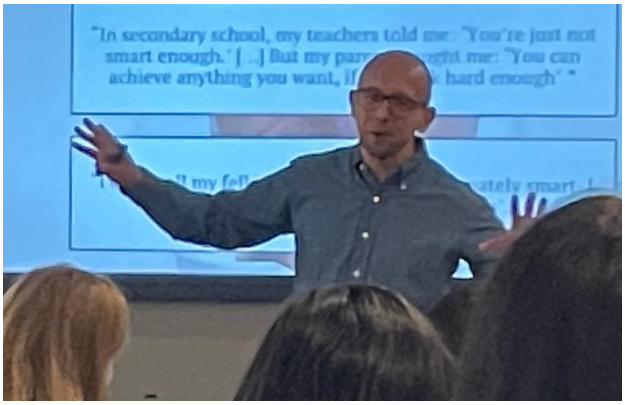
The **EARA-EADP-SRA Summer School** took place **14-18 August in Ede**, the Netherlands. Read the report prepared by Marjolein van Cappellen (EARA), Zainab Shabbir (SRA), and Guichen "Ariel" Tan (EADP).



Unequal Selves: How Unequal Treatment in the Classroom Gets into Children's Heads

Dr. Eddie Brummelman, Associate Professor at the *University of Amsterdam* and principal investigator of KiDLAB, led a workshop examining how structural inequalities in the classroom shape students' self-concept. More specifically, well-intentioned feedback from teachers might communicate implicit biases tied to social class that students internalize, resulting in lower self-concept and may perpetuate the same structural inequality that teachers aim to address. Situated at the intersection of sociology, education, and developmental psychology, Dr. Brummelman introduced schools as a particularly powerful developmental context for examining how inequality is reproduced or addressed. Because schools promote meritocratic ideology, which is the belief that students' educational outcomes are a reflection of their ability or effort rather than social positions. In other words, this ideology tends to attribute or "essentialize" differences in academic achievement as differences in ability or effort (e.g., "XYZ didn't do well because they aren't smart/hardworking"), rather than differences in structural inequalities (e.g., "XYZ didn't do well because they face educational barriers"). With this

as its theoretical backdrop, Dr. Brummelman introduced the key research aim of his work: how do structural differences and barriers shape children's self-views (i.e., "getting into children's heads"), and how does this internalization process reproduce social inequality across generations?



Although substantial research has shown that teachers' negative stereotypes about children related to social class can harm academic achievement and other indices of adjustment, limited research has examined well-intentioned teacher behavior and pedagogy. A key pattern that Dr. Brummelman observed was that teachers are more likely to attribute the success of students from low socioeconomic status (SES) as being "hardworking" rather than "naturally talented", which not only applies a deficit framing on these students when it comes to teaching, but also perpetuates a narrative that no matter how much a student from a low-SES background achieves, it's only because they are hardworking and not because they are naturally gifted. These subtle differences shape how children interpret success, which in turn affects how they internalize how one can or should achieve success, as well as how they see themselves: "I'm not really smart" and "I just work hard and got lucky."

As the first workshop for the summer school series, Dr. Brummelman's talk resonated with many students through professional experiences working in educational settings, personal journey navigating academia with our own intersectionalities, and aspirations of creating a more equitable and inclusive world through applied research. During discussions, some students raised questions regarding how family context, especially among immigrant-origin households, may interact with how effort and abilities are socialized for children. Additionally, questions about the exact mechanism by which those associations between SES and talent vs. effort are being internalized were also raised. Notably, regardless of our cultural contexts, the students felt that the phenomenon in which well-intentioned teaching practices can reproduce inequality is something we've seen before, thus highlighting the relevance of this line of work across contexts. For the group activity, we were divided into small groups to work on an intervention for teachers to address issues of "well-intentioned teaching practices, where we pulled our prior experiences in education, mental health, public health, social psychology, and developmental science to creatively and scientifically address this challenge.

Social Class Discrimination during Adolescence

Dr. Zena R. Mello (*San Francisco State University*) led a really engaging session on social class discrimination during adolescence. She discussed how social class is often studied through things like family income, parents' education, or occupation, but that these measures do not always capture how adolescents actually experience social class in their everyday lives. Her talk focused on the ways young people may experience class-based treatment from peers, teachers, school personnel, and other adults, and how these experiences can shape important areas of development such as identity, mental health, and academic life. She also encouraged us to think about social class as multidimensional and about how it can intersect with other parts of adolescents' identities.



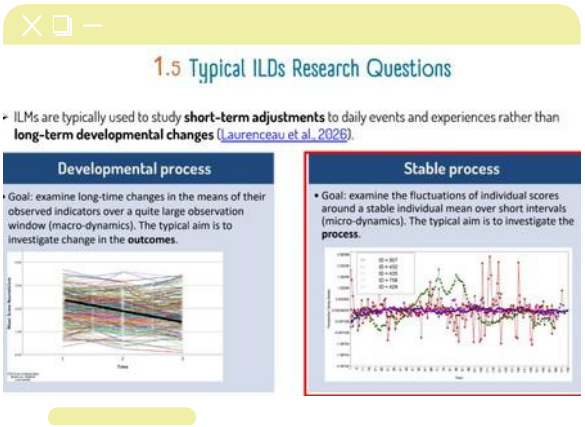
The activity made the session especially meaningful. We first reflected on our own experiences with social class and considered which dimensions of class felt most important in shaping those experiences. We then worked in small groups to develop an intervention that could address social class discrimination among adolescents, focusing on families, peers, or teachers. The discussion was really helpful because it moved beyond simply identifying classism as a problem and pushed us to think about what researchers and practitioners might actually do to reduce these experiences in young people's everyday environments. It also opened up a broader conversation about how we measure social class and whether our usual measures fully capture what adolescents themselves notice and experience.

Intensive Longitudinal Research: Opportunities and Methodological Challenges

Dr. Michela Zambelli (*Università Cattolica del Sacro Cuore of Milan, Dipartimento di Psicologia*) gave a workshop on intensive longitudinal research, with a focus on opportunities and methodological challenges. She presented several types of intensive longitudinal designs (ILDs), including experience sampling, daily diaries, interaction records, ecological momentary assessment, ambulatory assessment, and real-time data capture.

The workshop started with the motivations for using ILDs, followed by an overview of different classifications of ILDs, the main pros and limits of the different designs, and the typical research questions that can be addressed using each design. This was particularly insightful in helping us understand which designs might best suit our current and future studies, and how to make informed choices between the available options, both from the perspective of the research question and from the perspective of which types of data collection are feasible and appropriate. It was very helpful to receive such a clear overview of the different designs and their advantages and limitations.

One of the strengths of the workshop was the visual representation of the information, with many graphs supporting the material. This made the complex material easier to grasp and helped provide a clear overview of the different ways in which these designs can be interpreted and applied.



The workshop then moved on to the methodological, practical, and ethical challenges and opportunities of ILDs. Michela discussed questions such as: Are we sampling the right process, can people actually participate, and is the protocol transparent and feasible? We covered concepts including statistical power, sampling strategies, inclusivity, measurement decisions, participant burden, co-design, and the use of technology in data collection. The workshop provided clear and practical information that can be directly applied in the design and planning of our current and future studies. The slides and examples will be very useful to return to when designing, conducting, or analyzing an ILD in the future.

Third, Michela introduced three data-analytical approaches for ILDs: multilevel modeling, dynamic structural equation models, and multilevel network psychometrics. Again, she provided practical guidance on which approach is most appropriate for different designs, for example depending on the available number of time points, the statistical software that can be used, the way in which the data are represented in the model, and example research questions that can be addressed by each approach.

Throughout the workshop, it was clear that Michela enjoys her work and topic. She is very skilled at explaining complex statistical and methodological concepts in a clear and accessible way. The workshop not only provided us with useful methodological knowledge but also sparked

enthusiasm for the challenges and opportunities associated with designing studies using intensive longitudinal data and analyzing these data.

Scaling Evidence-Based Youth Mental Health Support: From Single-Session Interventions to Classroom-Based Self-Regulation Tools

Dr. Hanna Christiansen (*Philipps University Marburg, German Center for Mental Health*) led an insightful session on scaling evidence-based youth mental health support. She highlighted three major challenges facing youth mental health globally: the rising prevalence of mental health difficulties among young people, limitations in the infrastructure needed to organize growing research knowledge, and the persistent gap between those needing support and those able to access it. To address these challenges, she discussed the development of scalable mental health systems that leverage brief, evidence-based interventions and layperson providers.



A key theme of the session was the importance of meaningfully engaging young people in the design, delivery, and evaluation of mental health services. She shared several examples, including GUSTAPH, an online youth mental health platform co-designed with child and youth councils to improve access to information and intervention options. These examples demonstrated how genuine youth involvement can lead to innovative and accessible solutions. The session also included a group activity in which we designed a scalable, developmentally appropriate self-regulation intervention for use by teachers during regular classroom hours. The intervention had to be brief, require minimal preparation, and be deliverable without specialized clinical training. This exercise highlighted the potential of empowering non-health professionals, such as teachers, to provide early mental health support and expand access to care. Although challenging, the activity encouraged us to think creatively about supporting young people's well-being and illustrated that effective, scalable mental health support can extend beyond traditional long-term therapies delivered by health care professionals.

Climate Justice and Mental Health in the Global South: Perspectives and Experiences in the Philippines

Dr. John Jamir Benzon R. Aruta (*De La Salle University*) led a session on the relationship between climate change and mental health in the Global South, with a particular focus on the Philippines. Drawing on his research, he demonstrated how climate change contributes to psychological distress and climate-related anxiety while highlighting that these impacts are not experienced equally across populations. Communities from lower socioeconomic backgrounds are often disproportionately affected, illustrating how climate injustice is closely linked to broader social inequalities and why climate action is also a matter of social, gender, and intergenerational justice. He also shared his research group's efforts to promote climate awareness and address climate injustice, alongside international collaborations examining the mental health consequences of climate change.

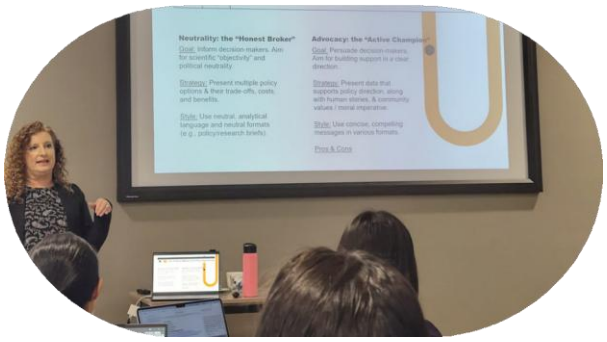


The session included a group activity in which participants designed a research study exploring the impact of climate change on mental health across four developmental stages: early childhood, middle childhood, adolescence, and emerging adulthood. Through this exercise, we considered how different forms of climate-related exposure might influence young people's development and how these effects may vary across social groups.

The activity provided valuable insight into the diverse environmental challenges faced around the world, encouraged us to think critically about the research needed to address them, and reinforced the importance of understanding development within a broader social and environmental system where multiple factors interact rather than operate in isolation.

Youth Civic Engagement: Using Research to Inform Policy

Dr. Laura Wray-Lake (*UCLA*) led a session on youth civic engagement and the role developmental research can play in informing policy. She shared research on civic development across adolescence and young adulthood and used voting-age policy as an example of how developmental science can contribute to larger policy debates. The session highlighted how research can move beyond academic spaces and become part of conversations about young people's rights, participation, and opportunities to have a voice in decisions that affect their lives.



The activity gave us the chance to connect these ideas to our own work. We first reflected on policy issues related to our research and then worked in small groups to develop a research-informed policy plan. We discussed what evidence already exists, what questions still need to be answered, which institutions or policy levels might be relevant, and how researchers could communicate findings in ways that are actually useful for policy conversations. It was a useful reminder that research does not have to end with a publication. Thinking about who needs to hear our findings, how we communicate them, and where they might have an impact can be just as important as producing the research itself.

Junior Presentation Highlights

An important part of the summer school were the junior presentations. Each junior had the opportunity to present their current work in a 30-minute presentation, followed by 30 minutes of discussion and questions. Throughout the parallel session, the same group of juniors remained together for their presentations, while two senior scholars were also present and rotated among the groups. We were instructed to use the hour in whichever way we considered most useful for our own work. Most juniors started with an overview of their PhD project and then presented what they are currently working on. In addition, some posed specific questions or shared doubts they were currently considering, which provided a guided discussion around the issues on which they would most value feedback. At the same time, the senior and junior scholars contributed their own questions, suggestions, and perspectives, which resulted in engaging discussions.



The explicit instruction that the presentations were intended for discussion and feedback on ongoing work, rather than being conference-style presentations of submitted or published papers, created a welcoming environment in which to discuss uncertainties, challenges, and questions. This format made it possible to be open about aspects of our research that are still developing and to use the expertise of the group to think through specific issues. The opportunity to discuss our projects with people who have expertise in different topics and methodological areas was particularly useful, as it brought in viewpoints that we may not encounter when discussing our work with researchers working on closely related topics.

The junior presentations were therefore not only an opportunity to practice presenting, asking and

answering questions, and receiving and discussing feedback, but also gave us insight into how others approach their research projects, and exposed us to topics and methodologies beyond our own areas of expertise. Discussions connected us with others who had relevant expertise or experience with questions that we were still exploring. Overall, the junior presentations were one of the aspects of the summer school that highlighted the value of bringing together researchers at different stages and with different areas of expertise.

Social Outings & Relationship Building

As a group outing activity, we took a 50-minute hike (which in reality took closer to 2 hours) to reach the middle of the Netherlands - yes, you read it right, we reached the geographic center of the Netherlands! The exact location is the Lindeboomsberg hill in Lunteren, marked by a rock. Yingying Tan from the University of Texas at Austin took on the role of a photographer and captured these amazing moments.

As we moved closer to the presentation days and juggled multiple deadlines as graduate students do, many of us turned the lobby into our temporary workstation. Despite the limited outlets, we managed to get a lot of work, chatter, and laughter done by staying up past midnight.



Following the summer school, some of us continued our scholarly journey at EARA!





"Through learning, presenting, and connecting, this summer school was a place where minds were inspired and an adventure where friendships began."

Minutes from the EARA General Assembly

Fabrizia Giannotta
EARA Secretary

Welcome from the President

The President, Elisabetta Crocetti, welcomes all Council members to the meeting. She reports on the growth of the EARA community, noting an increase in membership, and highlights the three initiatives supporting early career researchers that have been available over the past two years. She reports that the conference was very successful, and presents the next conference, to be held in **Bologna**, sharing a video introducing the city to the audience.

Continuing her address to the assembly, Elisabetta reviews what has been achieved during her Presidency. She reports that supporting Early Career Researchers has remained one of her main priorities. Together with the Early Career Researchers' Committee, the Council successfully organized the EARA Webinar Series, consisting of nine webinars covering key methodological and professional development topics. Given the positive feedback received, the webinar series will be continued over the next two years.

She highlights the EARA Visiting Program, launched in 2024, which was very well-received. Across the first three calls, eight Early Career Researchers received funding to visit senior EARA members and develop collaborative publications and grant proposals. Several outcomes of these collaborations were presented during the Utrecht conference, while the remaining projects (from the third call) will be presented at the Bologna conference in 2028.

She also notes that the Collaborative Research Network continued successfully, with several collaborative projects reaching completion and being presented at the Utrecht conference.

Turning to the EARA Conferences, she reports that the 2026 EARA Conference in Utrecht under the leadership of Susan Branje and the local organizing team have been very successful. The conference received an exceptionally high number of submissions and includes a rich scientific, methodological, and social program, together with activities organized by the Early Career Researchers' Committee, the National Representatives, and the EARA Awards ceremony.

She congratulates Metin Ozdemir on being the new President (starting from today) and Philipp Jugert on being the new President-elect. She thanks everyone and presents the new President, Metin Özdemir.

Incoming President

Metin opens with an anecdote: he recalls having been involved with EARA since 2012, and remembers Silvia Ciairano, a former Elect President of EARA who passed away some time ago. At that time, he was still new to the Association and had no aim of becoming President; it was Silvia who first encouraged him toward the role. He explains that it was his continued involvement in the Association from that moment on that eventually brought him this assignment. He expresses his great appreciation for being entrusted with the task and for being part of this scientific community ever since. He hopes that everyone in the audience will do the same: get involved, enjoy networking within the Association, and take an active role in it, just as he did.

EARA Awards

Neslihan Güney Karaman presents the awards, thanking the award committee.

The EARA Lifetime Achievement Award is given to Luc Goossens for his outstanding contribution to research on adolescence, especially on loneliness and identity. Luc thanks the Association and presents a contribution on his scientific career, his story, and his suggestions for the new generation of scholars.

The Early Career Researcher Award is presented to Tuğçe Aral. Tuğçe thanks EARA for her award and presents her work on ethnic diversity and identity to the assembly.

The Outstanding Mentor Award is presented to Sander Thomaes. Sander thanks the EARA community for the award, and thanks his mentees and those who nominated him. He says that advising is a privilege and an honor for him, helping people find their own path, and that mentoring is teamwork, acknowledging Marcel Van Aken, Astrid Poorthuis and Sheida Novin.

Poster Awards

Beatrice Bobba presents the poster awards for ECRs. The best poster award is given to Jennipher Jildenstål, Sanyogita Khare, and Andrea Buscemi.

Metin closes the assembly. EARA Assembly ends.

National Representative Events at EARA 2026

Filomena Parada

Chair of the EARA National Representatives

Since September 2025, the EARA National Representatives (NRs) have worked together regularly through structured meetings and coordinated initiatives, allowing them to build cohesion and establish their objectives and position within the EARA. Our joint activity culminated in the two activities organized during the Utrecht conference:

- The NRs Business Meeting;
- The Meet the NRs event.

At the **Business Meeting**, the NRs presented their views on how the committee (1) could improve the recruitment and onboarding of new members to ensure replacement and role continuity through a smooth transition among NRs and the integration of the incoming members into the network; (2) could further contribute to the Society with the NRs activities being visible to the EARA community and their contributions recognizable; (3) could be more effective in its dissemination of the EARA at the national level by documenting and sharing best practices; and (4) could continue to collaborate with and support the EARA newsletter.

The **Meet the NRs event** was held for the first time at an EARA conference. The event was split into two, with approximately half of the countries represented in the committee being targeted at each event. Mee the NRs aimed to strengthen the EARA's representation at the national level by (1) recruiting committee members in countries where it is not yet represented, and (2) having a more comprehensive understanding of how the NRs committee can be more effective in addressing the needs of those interested in the EARA at the national level. Five new NRs in countries where the committee was not represented or where the previous NRs were inactive were recruited at the conference, through the Meet the NRs events.

Currently, the EARA has NRs in the following 22 countries: Canada, Cyprus, France, Germany, Greece, Ireland, Israel, Italy, Japan, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, the UK, and the USA. You can find out more about the NRs on the EARA website.

Early Career Researchers (ECR) committee news

Fabio Maratia
Representative of the EARA ECR committee

Dear EARA-members,

We would like to update you on news and activities organized by the EARA Early Career Researchers committee.

Looking back at EARA 2026

What better way to begin than by picking up where we left off? The conference in Utrecht gave us another opportunity to reconnect, welcome new colleagues, and celebrate our early career researchers community. This year's social activities were made possible thanks to the tremendous work of our outgoing Representative, Beatrice Bobba.

We started on a high note with a social event at one of Utrecht's most beautiful and historic pubs, where lively conversations set the tone for the days ahead. Our planned social activity "Discover Utrecht" did not quite go as intended, or perhaps it went exactly as we should have expected: with so many people to meet and conversations to enjoy, it was hard to focus on anything else!

The following evening, those good vibes moved straight onto the dance floor after the conference dinner. In a stunning venue chosen by Susan Branje, Early Career Researchers (and quite a few colleagues beyond the early career stage!) showed that their talents extend well beyond research.

We were also delighted to organize another Meet-the-Editors session, led by Fabio Maratia and Anna-Maria Mayer. The session offered an opportunity to discuss publishing in international journals, navigating peer review, and learning from editors' experiences. Our warm thanks go to this edition's panelists, Wim Beyers, Nancy Darling, Elisabetta Crocetti, and Linda P. Juang, for their generous advice, and to everyone who joined the discussion with thoughtful questions.

The Best Poster Award competition, led by Beatrice Bobba and Fabio Maratia, once again lived up to expectations. Congratulations to the three award recipients of this year: Andrea Buscemi, Jennipher Jildenstål, and Sanyogita Khare. A special thank you to the members of the Best Poster Award committee (Katharina Eckstein, Fabrizia Giannotta, Philipp Jugert) for evaluating this year's submissions and thank you to everyone who shared their research!







Last but certainly not least, a very special thank you goes to Anna-Maria Mayer for the care and dedication she brought to coordinating many organizational aspects of the pre-conference workshops!

Committee news

As many of you already know, this year has brought significant changes to our committee. Before introducing the new team, I would like to take a moment to thank the colleagues whose work has shaped our community over the past years.



First, my heartfelt thanks go to our outgoing Representative, **Beatrice Bobba**, for her incredible work, dedication, and energy throughout her time on the committee. On a personal note, I am especially grateful for the guidance and support she has given me. Taking on this role after her is both a privilege and a responsibility, and I feel very fortunate to have learned from her.

A huge thank you also goes to our outgoing Secretaries, **Anna-Maria Mayer** and **Maria Petridou**, for everything they have contributed. Anna-Maria, our very own "Queen of the Spotlight", has brought so much care and enthusiasm to showcasing early career researchers and their work. Together with Maria's commitment and contributions to the committee, their efforts have made a lasting difference to our community.

We are equally grateful to **Saira Wahid**, who is stepping down as Communication Manager, for her work in keeping our community connected and informed.

With such a strong foundation to build on, I am delighted to introduce the new committee:

- **Fabio Maratia**, *Representative*
- **Paula Duwe**, *Deputy Representative*
- **Vasiliki Makrydaki**, *Secretary*, responsible for liaising with the National Representatives, another essential part of our association.
- **Genki Yasui**, *Secretary*, responsible for the Emerging Scholar Spotlight initiative.
- **Andrea Buscemi**, *Communication Manager*

A warm welcome to the new team! I look forward to working together, building on the outgoing committee's achievements, and bringing fresh ideas to our early career researchers community.

Emerging Scholar Spotlight initiative

Would you like to share your research within and beyond the EARA community? Then **take part in our Emerging Scholar Spotlight initiative**!

The initiative highlights the work of early career researchers through monthly features on the EARA website and our social media channels. If you are an EARA Early Career Researcher and have recently published a study in an international journal, we would love to hear from you.

For further details, please contact us at earaearlycareer@gmail.com. We look forward to receiving your research updates and helping your work reach a wider audience!

Stay Updated!

Thanks to Andrea Buscemi's excellent work and enthusiasm in his new role, EARA's online presence is getting a refresh!

The website has been comprehensively updated, and Andrea is also working to strengthen EARA's LinkedIn presence. Our Early Career Researchers account on X (formerly Twitter) will be merged with the association's general account (@EARAdolescence), bringing all EARA news and activities together in one place.

Follow us for updates, announcements, upcoming activities, and our monthly Emerging Scholar Spotlight!!

Your EARA ECR committee

Fabio Maratia, Paula Duwe, Vasiliki Makrydaki, Genki Yasui, Andrea Buscemi

EARA members' publications

A-C

Angelini, F., & Gini, G. (2025). Digital stress and friendship conflict in adolescence: the role of perceived norms and features of social media. *Frontiers in Digital Health*, *7*, 1497222. https://doi.org/10.3389/fdgth.2025.1497222

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D-G

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H-J

Huitsing, G., & Veenstra, R. (2026). Netherlands. In: J. S. Hong, R. Thornberg, V. J. Llorent, & Z. Han (Eds.) *Bullying: Global Case Studies in Policy and Prevention for Young People* (pp. 692-699). Elgar. https://doi.org/10.4337/9781035348329.00105

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K-O

Karataş, S., Gazioğlu, N., Duzen, A., Bobba, B., & Mastrotheodoros, S. (2026). Social identification with family and friends in emerging adulthood: Disentangling within-and between-person associations with psychosocial adjustment. *Emerging Adulthood, 14*(5),1148-1159. https://doi.org/10.1177/21676968261463568

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Makrydaki, V., & Andreou, E. (2026). Bullying/victimization experiences, post-traumatic stress disorder, mental resilience and self-compassion in adolescent students. *Journal of Child & Adolescent Trauma*. https://doi.org/10.1007/s40653-026-00921-3

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P-S

Richters, S., Tolmatcheff, C., Van Zalk, M. H. W., & Veenstra, R. (2026). On risks and rewards: A longitudinal network analysis of defending and popularity in late childhood. *Developmental Psychology*. https://doi.org/10.1037/dev0002136

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T-Z

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Agenda

Mark your calendar for important upcoming opportunities and deadlines!

Upcoming events

AUG
23-27
2027

23rd European Conference on Developmental Psychology (ECDP2027)

Florence, Italy

SEP
7-10
2027

20th European Congress of Psychology (ECP 2027)

Belgrade, Serbia

Website

Important Deadlines

NOV
30
2026

Abstract submission for JoA EARA2026 special issue

The Journal of Adolescence invites submissions of extended (two-page) abstracts for the special issue "Adolescents' Civic Engagement and Agency in Challenging Times"

Call for abstract

Early abstract submission ECP 2027

Submission for ECP in Belgrade is now open. Final submission round in February 2027.

Call for abstract and additional information

FEB
01
2027

Abstract submission ECDP2027, Florence

Abstract submission for ECDP in Florence is now open.

Call for abstract and important deadlines

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