



**The 1st Conference on Positive Youth Development in a Cross-national Perspective
“Bridging Research & Practice Cross-Nationally: A PYD Approach to Social Justice”**

April 22-23, 2022

Conference Abstracts

KEYNOTES

Keynote speaker #1: Prof. Richard Lerner, Tufts University, USA

Promoting positive youth development around the world: Models, measures, and making contributions to social justice

Moderator: Diana Miconi, PhD; Université de Montréal, Canada

Within contemporary developmental science, the study of positive youth development is framed by dynamic, relational developmental systems-based models. These models emphasize that relative plasticity and specificity (non-ergodicity and idiography) characterize dynamic relations between an individual and his/her context. A fundamental principle, one with which all developmental scientists agree, is that human development involves changes within specific people across their specific life spans. It may seem obvious, therefore, that any approach to studying youth development should involve detecting within-person changes. However, the paradox of developmental science is that most research has involved the study of cross-time relations among variables, and not within-person change: Data aggregated across people, and averages are then used to represent changes within a person (the individuals whose scores are used to compute averages). In short, developmental science is muddled with methods that do not align with theoretical understanding of development. Alternatively, and in order to take a developmental approach to studying development, current programmatic research conducted within the approach to measurement involved in the Science of Learning and Development (SoLD) Alliance is useful. This work uses person-specific measures, designs, and data analyses to focus first on the individual in order to describe, explain, and optimize development. Developmental theory and, specifically, models of positive youth development linked to methods that accurately capture development will be discussed, and initial empirical examples are presented. Emphasis is placed on the implications of person-specific theory and methodology for applying developmental science within researcher↔practitioner↔community collaborations to enhance the lives of all youth but, in particular, youth who have experienced adversity or trauma because of poverty, racism, and/or unjust disparities in educational, health, employment, and other life opportunities

Keynote speaker #2: Dr Yekoyealem Desie, Addis Ababa University, Ethiopia

Positive Youth Development in Africa: Experiences from Ethiopia

Moderator: Ayfer Dost-Gözkan, PhD; Ozyegin University, Turkey

Africa constitutes the world's largest youth population. Youth in Africa have the potential to be a crucial resource for development if they are properly nurtured and cultivated. Being critical of the traditional deficit-based approach of conceptualizing, researching, and treating youth, scholars in Africa have started to approach youth from a positive development perspective. With a population of 120 million people, Ethiopia is Africa's second most populous country. The majority of the population (80%) is under the age of 35, with youth aged 10 to 24 accounting for about half of the entire population. A careful assessment of the country's demographic transition also suggests that the proportion of youth will continue to rise in the future. Ethiopia is also one of the world's least developed countries, with its youth facing challenges such as poverty, political upheaval and ethnic conflicts, displacement, migration, poor quality education, poor health facilities, unemployment, recurring droughts, and food and water shortages. The purpose of this paper is to synthesize available studies on Ethiopian youth and provide a comprehensive description from a strengths-based perspective. Findings from critical reviews of literature indicate that young people in Ethiopia have been conceptualized and treated mainly from a deficit perspective. Studies have emphasized the vulnerabilities, problems, and distress of young people instead of their strengths and competencies. Interventions have also focused on fixing problems instead of promoting capabilities. However, an examination of the participation of youth in Ethiopia indicated that the youth have also been the vanguards of change and the major actors in the socio-economic, cultural, and political transformations of the nation above and beyond their vulnerabilities. Despite having little opportunities to participate in organized and structured youth-centered activities and living in asset-poor developmental contexts, Ethiopian youth demonstrated strengths, meaning that they went beyond survival and showed evidence of thriving.

SYMPOSIA

SYMPOSIUM A

Positive Youth Development in multicultural societies: Individual and Socio contextual antecedents of positive intergroup outcomes among adolescents

Chairs: Beatrice Bobba, PhD & Savaş Karataş, PhD

Department of Psychology, Alma Mater Studiorum University of Bologna, Italy

Discussant: Katharina Eckstein, PhD

Department of Psychology, Friedrich Schiller University Jena, Germany

The increasing ethnic and cultural diversification of current societies inevitably provides adolescents with various opportunities to interact with peers of different ethnic background as well as discover cultural differences, which in turn shape how youth perceive themselves and others, acknowledge and embrace such diversity, and ultimately adjust to it (Nguyen & Benet-Martínez, 2010). Therefore, it is crucial to understand how interpersonal and structural diversity is experienced by youth and examine multiple factors that might influence the quality of intergroup relationships, attitudes, and behaviors. In this vein, the current symposium adopts an intergroup perspective on Positive Youth Development. More particularly, each contribution in

this symposium will extensively focus on one of the three C's of the Positive Youth Development approach, namely, Caring (i.e., empathy), Connection (i.e., quality of intergroup contact), and Character (i.e., inclusiveness and prosociality) to address the individual and socio-contextual antecedents of intergroup relationships and their favorable outcomes. Along those lines, first, Bobba and Crocetti examine the longitudinal and reciprocal associations between empathic competences and multiple dimensions of ethnic prejudice among Italian adolescents. Next, Karataş and colleagues investigate how cultural diversity approaches fostering equality, inclusion, and cultural pluralism in ethnically and culturally diverse schools can improve the quality of intergroup contact experiences among ethnic minority and majority adolescents in Italy. Finally, Aral and colleagues highlight the interplay between cultural diversity approaches in school, identity inclusiveness, and prosocial intentions toward refugees among ethnically diverse adolescents in Germany. Overall, these findings unravel how individual (i.e., empathic competences) and contextual (i.e., cultural diversity approaches) factors might foster the development of positive intergroup interactions, attitudes, and behaviors. Such knowledge is critical to tailor psychosocial interventions to strengthen individual assets, support positive intergroup relations in and outside the school context, and ultimately foster positive development and adjustment of ethnic minority and majority youth in postmodern multicultural societies.

Presentation #1

“I feel you!”: The role of empathic competences in reducing ethnic prejudice among adolescents

Beatrice Bobba & Elisabetta Crocetti

Department of Psychology, Alma Mater Studiorum University of Bologna, Italy

Adolescence is a key developmental period for the development and consolidation of attitudes and beliefs about the self and others (Meeus, 2019), which in turn affect the quality of intergroup relations in current multicultural societies. Among the individual factors that influence ethnic prejudice, previous research (e.g., Miklikowska, 2018; van Bommel et al., 2020) has highlighted the protective role of empathic competences, which entail the affective (i.e., empathic concern) and cognitive (i.e., perspective-taking) apprehension of someone else's emotional state (Davis, 1996). However, these studies have not investigated the differential effects of each component of empathy on the different dimensions (i.e., affective, cognitive, behavioral) of ethnic prejudice. The current study aims to fill this gap by examining the longitudinal reciprocal associations between empathic concern and perspective-taking on one side, and affective, cognitive, and behavioral ethnic prejudice on the other. To this end, 259 Italian adolescents ($M_{age} = 15.61$, $SD_{age} = 0.65$) completed online questionnaires during school hours at baseline (T1: April 2021), one month (T2) and six months later (T3). Questionnaires comprised measures of trait empathic concern and perspective-taking (Davis, 1983), affective (Haddock et al., 1993), cognitive (adapted from Brown et al., 2008), and behavioural (i.e., contact willingness, Titzmann et al., 2015; and helping intentions, Johnston & Glasford, 2018) ethnic prejudice. Preliminary results suggest that empathic concern was associated with lower affective, cognitive, and behavioural (helping intentions) prejudice, while perspective-taking was associated with higher cognitive and behavioural (contact willingness) ethnic prejudice over time. Additionally, findings highlight the predominant role of the affective component: Empathic concern influenced perspective-taking, and affective prejudice influenced its cognitive counterpart over time, but not the other way around. These findings might inform future psycho-social interventions aimed at strengthening individuals' empathic concern and ultimately leading to improved intergroup attitudes and relations.

Keywords: empathic competences, ethnic prejudice, intergroup attitudes

Presentation #2

Cultural diversity approaches and intergroup contact experiences of ethnic minority and majority adolescents within schools

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Schools are not only important contexts for the accomplishment of several normative developmental tasks but also crucial multi-ethnic contexts that enable the ethnic minority and majority adolescents to have intergroup contact experiences and to discover cultural differences. Schools promoting a cultural diversity climate based on equality and inclusion (i.e., teachers support contact and cooperation between adolescents with different backgrounds and treat them equally) and cultural pluralism (i.e., valuing students' diverse cultural backgrounds as a resource) can enhance positive intergroup contact (Schwarzenthal et al., 2018). Accordingly, the main aim of the present study was to investigate the interplay between cultural diversity climate in the school context and intergroup contact experiences of ethnic minority and majority adolescents. Participants were 984 adolescents ($M_{age}=14.66$; $SD_{age} = 0.73$; 62.7% female), of which 740 ethnic majority and 244 ethnic minority adolescents, involved in a longitudinal study conducted in Italy. The participants filled the Classroom Cultural Diversity Climate Scale (Schachner et al., 2016) and the Intergroup Contact Interactions Scale-Short Version (Karataş et al., 2021). Cross-lagged analyses demonstrated that perceived equal treatment by teachers was related to higher levels of positive contact and lower levels of negative contact over time. However, perceived support for contact and cooperation by teachers and perceived interest of teachers in children's cultural background were not significantly related to positive and negative contact experiences of adolescents at a later time point. Additionally, multi-group analyses revealed that these results were replicated in ethnic minority and majority adolescents. Such findings emphasize the crucial role that a school context endorsing fairness and equal treatment of students can play to increase the overall quality of intergroup contact between adolescents of ethnically and culturally diverse backgrounds. This longitudinal study provides essential implications on how teachers in multi-ethnic school contexts could tackle cultural diversity.

Keywords: positive and negative contact, intergroup contact, cultural diversity climate, school context

Presentation #3

Cultural diversity approaches in schools and adolescents' willingness to support refugee youth

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Culturally diverse schools contribute to adolescents' intergroup relations. Complex and inclusive social identities are mechanisms that can explain the link between structural school cultural diversity (i.e., proportion of students of immigrant descent and the number of different ethnic groups) and positive intergroup relations. We expected that similar mechanisms might be at play linking cultural diversity approaches in schools with adolescents' intergroup relations. We examined the link between two sub-dimensions of cultural diversity approaches (i.e., equal treatment; heritage and intercultural learning) and adolescents' prosocial intentions and behaviour towards refugee youth. Then, we explored the mediating role of identity inclusiveness (i.e., perceived similarity of the self with others). We sampled culturally diverse

eighth grade adolescents from 54 classrooms in Berlin ($N = 503$, $M_{\text{age}} = 13.76$ years, 50.6% female). Surveys measured perceived cultural diversity norms, adolescents' perceived identity inclusiveness with refugee youth, prosocial intentions to support refugee youth, and willingness to donate to a project for refugee youth. Multilevel models revealed that adolescents' perception of heritage and intercultural learning predicted adolescents' prosocial intentions towards refugee youth, but not their willingness to donate. Equal treatment was not a significant predictor of adolescents' prosocial intentions towards refugee youth, or their willingness to donate. Identity inclusiveness did not mediate the relation between cultural diversity approaches and prosocial intentions. However, identity inclusiveness did positively relate adolescents' prosocial intentions and willingness to donate. We conclude that culturally diverse schools that engage in heritage and intercultural learning might help to promote positive relations between local and refugee youth in schools and society. Fostering inclusive identities may enhance local adolescent's prosocial intention and behaviour.

Keywords: equal treatment, heritage and intercultural learning, prosocial intentions, prosocial behaviour, identity inclusiveness, refugee youth

SYMPOSIUM B - 1

The Contribution of Sport, Music, and Peer Tutor activities on Positive Youth Development (Five Cs): Studies of Indonesians Youth

Chair and Discussant: Angela Oktavia Suryani, PhD; Atma Jaya Catholic, University of Indonesia

The following symposium will present four presentations of research by undergraduate students. The presentation will uncover the role of volleyball and basketball, choir, and teaching assistants (peer tutors) activities on forming the five strengths of young people (Five Cs) in Indonesia. These studies use a variety of approaches, namely quantitative, qualitative, and mix-methods. Overall, the participants involved in the four studies were 652 young people aged 15 – 23 years in Jakarta and other cities in Java, Indonesia.

Presentation #1

Sports and Positive Youth Development: Volleyball and Five Cs

Rayendra Timotius & Flaviana Rinta Ferdian
Atma Jaya Catholic, University of Indonesia

Presentation #2

Sports and Positive Youth Development: Basketball and Five Cs

Fransiskus Pratama & Flaviana Rinta Ferdian
Atma Jaya Catholic University of Indonesia

Sport-based positive youth development uses exercise and physical activity to acquire life skills, including motor skills and physical competencies that they can use in sports and everyday life. By engaging in regular sports activities, young people will have busy lives and keep them away from spending time in promiscuity. Active in a routine sport can help them think positively (e.g., optimism, resilience, hope, and sportsmanship). In addition, by doing sport in a team, individuals learn to live socially as community members. The rules that need to be obeyed, cooperation, and competition make individuals understand how to be responsible, prosocial, and respect others.

Presentation #3

Choir and Positive Youth Development

Sherinna Agatha & Angela Oktavia Suryani

Atma Jaya Catholic University of Indonesia

Music education can improve someone's musical abilities, regulate oneself in a social environment, cooperate with others, and train someone to set and achieve a goal. Further, music education can increase self-confidence, make a person learn not to be ashamed when making mistakes, and not worry about other people's negative opinions. As a form of a teamwork activity, choir activity develops one's ability to collaborate and cooperate, less focus on oneself, and leadership. In social interactions with other members, choir activity can train people to understand boundaries, norms, respect, and help others.

Presentation #4

Peer tutor and Positive Youth Development

Jonathan Djuarsa & Angela Oktavia Suryani

Atma Jaya Catholic University of Indonesia

Another activity that can also build positive aspects for young people is teaching assistant (peer tutor). The peer tutor program provides opportunities for young people to learn about social roles, improvements in cognitive and socio-emotional aspects, and adaptability skills. Further, the peer tutor also learns about empathy, caring, problem-solving, and practices how to evaluate their performance in teaching. This study aimed to describe the level of Five Cs and explain how activities as a peer tutor may develop the Five Cs.

SYMPOSIUM B - 2

Testing the 5C model of positive youth development in Croatia

Chair: Miranda Novak, PhD; Laboratory for Prevention Research, Department of Behavioral Disorders, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Presentation #1

5C's in youth in Croatian context

Novak, M., Maglica, T., Mihić, J., Parr, N.J., Roviš, D., Vrdoljak, G., Gačal, H., & Šutić, L.

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Positive youth development short form (PYD Short Form) is widely used to measure 5C's in cross-sectional, longitudinal and intervention research documenting that 5C or 6C model is found in various cultures. Aim of this paper is to present results on youth version of scale validation, as well as to present how 5C's predict emotional distress. Pilot study of 5C model has included 568 youth aged 14 to 19, mean age being 16,2. Positive Youth Development short form (Geldhof et al., 2014) was used to assess 5C characteristics of youth while they reported on their mental health, including Depression, Anxiety and Stress Scale - 21 (DASS-21, Lovibond and Lovibond, 1995) and Warwick Edinburgh Mental Wellbeing Scale (Warwick Medical School, 1997). Analyses were done in Mplus, starting with CFA and ESEM for scale validation and model building with latent variables. ESEM model shows acceptable model fit in youth model: RMSEA upper bound less than .062, SRMR 0.035 and by CFI being close to .90 (0.886). Confidence and connection were significant predictors of emotional distress showing that youth with lower confidence and less connection to others exhibit more symptoms of emotional distress. Caring and character were significantly and positively related with

emotional distress meaning that youth that showed higher empathy for others and has higher values showed more emotional distress. Competence was not a significant predictor for either gender male or female adolescents. Findings suggest that interventions for youth mental health should consider positive development perspective and especially build warm relationships with others as well as creating opportunities for confidence building.

Keywords: positive-youth development, 5C model, adolescents, emotional distress

Presentation #2

The associations of self-compassion, 5C's and mental wellbeing of adolescents

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Over the last two decades, a psychological construct of self-compassion has been intensively researched. Self-compassion is defined as a self-attitude that involves treating oneself with warmth and understanding in difficult times and recognizing that making mistakes is part of being human. Since recently, practitioners and scientist are developing and evaluating interventions focused on improving self-compassion in adolescents. Studies indicate the potential of these interventions in preventing mental, emotional, and behavioral problems of adolescents. The present study examines the correlation between self-compassion, different components of 5C PYD model, and mental wellbeing of adolescents. The main aim is to explore the relative contribution of the particular 5C characteristics and self-compassion to wellbeing of adolescents. The survey was conducted on a sample of 568 students (64.7% female) from Croatian high schools with an average age of 16,2. Positive Youth Development short form was used to assess 5C characteristics of youth (Geldhof et al., 2014). Self-compassion was assessed with the Self-Compassion Scale for Youth (Neff et al., 2021) while adolescents' mental wellbeing was assessed with the Warwick Edinburgh Mental Wellbeing Scale (Warwick Medical School, 1997). Preliminary analysis showed the presence of significant correlations between assessed constructs. The results of hierarchical regression analysis showed that combined, adolescents' gender, age, and components of 5C model explained 59% of the variance of mental wellbeing in adolescents. Adding the self-compassion into the model increased the portion of the variance explained to 64%. In the final model, confidence, self-compassion and connection were the strongest predictors of mental wellbeing of adolescents. Obtained results show the importance of self-compassion in understanding the positive development of youth.

Keywords: self-compassion, 5C model, mental wellbeing, adolescents

Presentation #3

School and family variables and 5C

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Positive youth development is expected to be influenced by different contexts of adolescents' life, and family and school are the most relevant for their development. In the period of adolescence, substantial changes occur in the relationships with family and school, the most important socialization agents. The aim of this paper is to test empirical model that offers an explanation how parental and school factors can improve PYD. Initial structural model for PYD is proposed as a function of more positive parental monitoring (parental knowledge, parental solicitation, youth disclosure) and academic buoyancy. In structural empirical model, PYD will be assessed throughout emotional distress and risk behaviors. We hypothesize that positive perception of parental monitoring and positive perception of academic buoyancy will contribute

to a linear association and structural prediction of PYD and growth in emotional wellbeing and less risk behaviors. Preliminary analyses showed that higher perception of positive parenting and higher academic buoyancy is significantly related with less emotional distress and less risk behaviors. Academic buoyancy is a strong predictor of mental health indicating that youth that handle school stress well have better wellbeing indicators. Preliminary analysis indicates important gender differences: male adolescents are showing more academic buoyancy and perceive less parental monitoring. Female adolescents are showing higher results on character and caring dimensions, just two of 5C model characteristics and that is related with more emotional distress in female. Further research has to be conducted to analyse the interaction of gender and context variables affecting youth development. First results are leading to a conclusion that female and male adolescents need differently tailored mental health promotion programs.

Keywords: positive youth development, 5C model, positive parenting, school climate, risk behaviour

Presentation #4

Including intensive longitudinal data in 5C framework validation

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Ecological momentary assessment allows us to measure behavior in a real time and in natural environment, as well as to observe both intraindividual and interindividual variability. By measuring experiences daily or even multiple times every day during a longer period, this method minimizes recall bias, and since data are collected in real time and in subjects' natural environment, it also maximizes ecological validity. This intensive longitudinal study will be conducted in Croatia during March 2022. Measurement will include at least 300 adolescents who entered first grade of high school in the year 2021 and reside in five bigger Croatian cities. Participants will be reporting on their perception of their 5C's, competence, confidence, character, caring and connection as well as depressive and anxiety symptoms, daily stressors, and risk behaviors. Measurement will take place four times a day (in the morning, during noon, in the afternoon and in the evening). EARS app will also collect passive data on social media and app-time usage as well as sleep duration. This will be the pioneering research using EARS for adolescent research in Croatia. This talk will present pilot data on the continuous-time structural equation modeling analysis. We expect to confirm that higher results on competence, connection, character and's are related with lower rates of daily stressors, lower symptoms of mental health problems and lower risk behaviors.

Keywords: EARS, 5C framework, intensive longitudinal assessment, ecological momentary assessment

SYMPOSIUM C

Positive youth Development in Latin America

Chair: Denisse Manrique-Millones, PhD; Department of Psychology, Universidad Científica del Sur, Lima Perú

Positive Youth Development is an approach that promotes various guidelines on the ways in which the community, family or school can help adolescents develop in a healthy way, enhancing all their abilities. Likewise, the 5Cs model contains various cognitive, social, and behavioral resources, emphasizing five characteristics in the person: competence, character, connections, confidence and care. Extensive empirical research has been carried out in North

America and Europe, however there is a gap in developing countries such as those in South America. The aim of this symposium is twofold. First of all, it aims to contribute to the body of literature and knowledge on PYD in countries where the topic is still scarce, such as South American contexts. And on the other hand, to involve different agents such as young people and teachers, as well as researchers, showing different realities within the southern setting. The symposium encompasses four oral presentations. The first presentation will explore the pillar measures of PYD in more than 500 young participants, by examining the psychometric properties of the 5Cs and developmental assets in the Peruvian reality, likewise, analysing the predictive role of the developmental assets on the 5Cs. The second presentation will analyze the relationship among the 5Cs, gender, and urbanization in young Chileans. The third study will take place in Colombia, Quibdó city, and has as a main objective to explore and describe some demographic variables, as well as healthy, risk and thriving indicators in more than 500 adolescents. Finally, the fourth presentation highlights post-traumatic growth in young victims of the armed conflict in Colombia. Throughout the four presentations of this symposium, we want to highlight the importance of taking a Positive Youth Development perspective and its positive impact on adolescents and emergent adults' lives in a part of the world in dire need of more visibility.

Presentation #1

The 5Cs and developmental assets: Analysis of positive youth development in Peru

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Positive Youth Development (PYD) is a perspective that has been poorly studied and applied in South America, especially in the Peruvian context. Developmental Assets are personal, family, school, or community resources that provide support and experiences necessary to promote positive development throughout adolescence and youth. Likewise, PYD is a process that promotes the "5Cs": Competence, Confidence, Connection, Character and Caring. The purpose of this study is to explore the psychometric properties of developmental assets and the 5C's in a Peruvian context. Moreover, we want to analyze the effect of development assets on the 5C's. In this cross-sectional study, 504 young Peruvians participated ($M = 19.8$, $SD = 4.3$), of whom 60% were women. Data collection took place online where students were asked to give their informed consent in order to fill out the survey. Sociodemographic information, as well as data on the developmental assets and the 5C's instruments were collected. Confirmatory factor analysis was performed to explore the psychometric properties of both scales, followed by a two-step multiple hierarchical regression analysis. In the first step we entered the demographic variables of sex and age, and in the second step, the independent variable (i.e., developmental assets). Results showed adequate fit indices for the development asset tool $\chi^2(1368) = 2811.1$, $p < .001$, CFI = .910, RMSEA = .046, SRMR = .066. and 5C's $\chi^2(515) = 2267.9$, $p < .001$, CFI = .916, RMSEA = .082, SRMR = .078. Likewise, reliability coefficients of the instrument's dimensions were acceptable, with the exception of the creative use of time scale ($\alpha = .55$). Multiple hierarchical regression showed that 55% of the variance in the dependent variable (5 C's) was explained by developmental assets, having the greatest effect in the dimension positive identity, $\beta = 30$, $p < .001$, social competences, $\beta = 17$, $p < .001$, and empowerment and positive values, $\beta = 16$, $p < .001$. One can conclude that the pillar scales of positive youth development have adequate psychometric properties and that developmental assets have an impact on the 5C's in Peruvian young participants.

Presentation #2

The Development Competencies of Youth in Chile: the role of Gender and type of Urbanisation

Barria-Ruiz, A., Cordero-González, C., Cornejo-Arévalo, J., Villegas-Otey, C., Pérez-Díaz, P. Austral University of Chile, Puerto Montt, Chile

Positive Youth Development (PYD) is a model born in the United States, based on the community model of competence. This novel model promotes positive behaviours in Youth by highlighting the positive attributes usually found during the transition from childhood to adulthood to achieve healthy and optimal development in later life. Overall, the PYD comprises five key competencies (5C), the flourishing models, and the forty development assets. In the present study, we based our hypotheses on the 5C model (i.e., competence, care, character, confidence, and connection), Gender, and the degree of Urbanisation the participants lived. The research design is quantitative, descriptive, and correlational. The sample comprised 221 participants ($n_{\text{Women}} = 155$, $n_{\text{Men}} = 42$, $n_{\text{Undeclared}} = 11$), $Mean_{\text{Age}} = 22$ years old, who approached by convenience sampling through an online survey uploaded to Qualtrics. The measures of the study included: The Developmental assets Symptoms Scale, the Health Behaviour in School-aged Children Symptom Checklist (HBSC-SCL), Short Form (MHC-SF), the 5Cs, and the Scale of Purpose of Life. The results indicated that both women and men showed a significant negative correlation between competence and trouble sleeping ($r^2 = .03$; $r^2 = .09$, respectively). Moreover, women showed a negative correlation between physical symptoms (Stomach, $r^2 = .03$; back, $r^2 = .04$) and competence, whereas men showed a negative correlation between competence and headache ($r^2 = .17$). Men scored significantly higher than women on Confidence in highly urbanised cities [$F(54) = 5.10$, $p < .01$, $d = 1.78$], an effect that was large in size.

Keywords: Positive Youth Development, 5Cs, Gender, Urbanization, Early Adulthood.

Presentation #3

Positive Youth Development: A descriptive study in Quibdó city

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The present research study was carried out using the perspective of positive youth development (PYD), which focuses on positive individual experiences and skills permeated from the community, culture and organizations that surround the individual seeking to promote comprehensive and healthy development. Risk factors and healthy behaviors are analyzed in the context of the city of Quibdó-Colombia. The community of Quibdó is predominantly an Afro-Colombian Pacific region, in which no research has been carried out that addresses this positive perspective. The objective of the present study was to explore and describe demographic variables, as well as healthy, risk and thriving indicators in a sample that has not been studied before. This cross-sectional study was developed under a quantitative-descriptive approach encompassing 504 adolescents (221 men and 283 women, of which 53% were between ages 14 to 16 years and 47% between 17 to 18 years). The results on risk behaviors indicated that about 54% of the participants had engaged in sexual intercourse one or more times in life, and 38.1% in alcohol consumption one or more times in the last 30 days; the risk behaviors with the lowest incidence were: vandalism (1%), illicit drug use (1.4%), and

participation in a robbery (2.4%). Regarding healthy behaviors, results showed that a greater number of participants did not engage in physical activity (54%) or daily fruit consumption (57%). For the thriving indicators, 51.8% reported that they did not give up when things got difficult. Although the study context is permeated and rooted in a historical trajectory represented by violence, a major aim is to adequately cope with adversities. Practical implications are discussed within the Colombian context.

Presentation #4

Post-traumatic growth in young victims of the armed conflict

Tatiana Morantes

Fundación Universitaria Claretiana – Uniclaretiana, Quibdó, Colombia

The purpose of this article is to evaluate the level of post-traumatic growth in young victims of the armed conflict residing in the municipality of Quibdó based on the victimizing event they experienced. The study has a quantitative approach, with a descriptive - non-experimental comparative design. A sample of 31 participants between 18 and 26 years of age who had experienced the armed conflict and responded to the Post-Traumatic Growth Scale was obtained. The data was analyzed using SPSS 21 in order to obtain frequencies, mean and standard deviation of the scale variables. The results show that the level of PTG developed by the participants was moderate; Depending on the victimizing event and the development of PTC, there are differences in the population, as well as gender. Finally, it is evident that they were victims of threats and forced displacement generated a greater change in CPT.

INDIVIDUAL PAPER PRESENTATIONS

Individual paper presentations A - 1: PYD and well-being among Croatian Youth

Moderator: Russell Kabir, PhD; Hiroshima University, Japan

Presentation #1

The role of the 5Cs of positive youth development in future worries among youth in Croatia

Marina Hirnstein¹, Cathrine Høgenes¹, Sofie Undheim Irgens-Hagevik¹, Tina Aimée Saltskår¹, Gabrijela Vrdoljak², Ana Babić Čikeš², & Ana Kurtović²

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A tendency to worry increases during adolescence, and the individual differences in the amount of worry become more pronounced during that period. The purpose of this study was to investigate the effect of the five Cs of Positive Youth Development (PYD), namely Competence, Confidence, Character, Connection, and Caring, on the frequency of worries youth have about their future employment prospects, academic performance, social surrounding, loneliness, and socio-economic status. The data were collected within the “Cross-National Project on PYD” on a sample of 728 students in Croatia, who completed a questionnaire including items measuring the five Cs of PYD, future worries, and demographic characteristics. Correlation analysis showed a moderate, negative correlation between future worries and the 5 Cs of PYD, indicating that higher levels of the five Cs of PYD are associated with lower levels of perceived worries about the future. Further, two independent-samples t-tests were conducted to compare the five Cs of PYD and future worry scores of girls and boys.

The results indicate that girls develop higher levels of the five Cs of PYD, but also higher levels of worries concerning different aspects of the future. Finally, a hierarchical multiple regression showed that the five Cs of PYD explained 21.8% of the variance, after statistically controlling for age and gender differences. While higher levels of confidence and connection were associated with less worry, higher levels of caring were associated with more worry about the future. This research contributes to the understanding of the role of the indicators of PYDs on worry reduction, which can inform the development of interventions as well as youth policies and programmes.

Presentation #2

Lack of important developmental assets make youth more susceptible to worrying about the future

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The aim of this study was to investigate the relationship between developmental assets and worries youth have about future education, employment, loneliness, and social status, as well as the differences in this relationship between high-school students and university students. Benson's developmental assets framework, which consists of 40 developmental assets grouped into four internal and four external assets, provides the basis for this study. While the relationship between developmental assets and non-pathological worry has gained little attention in the past, previous research indicates that developmental assets are related to positive health outcomes and fewer internalizing problems. Data on developmental assets and future worries were collected within the "Cross-National Project on PYD" on a sample of high-school and university students in Croatia ($N=728$; 424 high-school students; 449 female; $M_{age}=18.4$, $SD = 2.29$). The results indicate that, especially for high-school students, there is a significant negative correlation between the internal asset positive identity and future worries. In general, developmental assets significantly predicted a decreased level of future worry in youth. For both subsamples, this relationship was greatest for worries about being unable to find employment and doing badly at school or further education. Overall, the relationship between developmental assets and future worry was greater for university students than for high-school students. The data also indicate gender differences, where girls report being more worried and having developmental assets in higher amount. The findings suggest that lack of important developmental assets make youth more susceptible to worrying, and that internal assets contribute more than external assets.

Presentation #3

The effects of worrying about future education, employment, loneliness, and social surrounding and status on well-being in youth

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Higher mental well-being can have a number of positive health effects, and therefore it is important to investigate which factors can affect mental well-being. The aim of the current

study is to explore the relationship between mental well-being and the extent of future worries among youth, as well as relationships with parent's education as an indicator for socioeconomic status, academic performance, and gender. Since previous research has shown that gender, academic performance, and socioeconomic status lead to differences in mental well-being, these variables were included. The data were collected within the "Cross-National Project on PYD" on a sample of 728 high-schools and university students in Croatia, who completed a questionnaire containing questions regarding demographic variables, mental well-being, and future worry. University students and high-school students were separated in two groups for further analysis. The results show a significant positive correlation between academic performance and mental well-being among university students, but the correlation was not significant among high-school students. Girls had lower mental well-being than boys among high-school students, but gender was not a significant predictor among university students. In both groups, a high score on future worry was negatively correlated with mental well-being. Regression analyses performed on the two groups showed that worrying about academic performance and being lonely were negatively predictors of mental well-being among youth. An awareness of mental well-being among both groups of students is important in order to help promote positive youth development. Further interventions should especially focus on students of lower socioeconomic status and girls.

Presentation #4

Relationship between the six Cs of positive youth development and mental well-being among youth in Croatia

Camilla Wiig Nilssen¹, Leah Wiersema¹, Ingerid E. Stepschko¹, Tiril S. Strand¹, Sterre D. Vaartjes¹, Gabrijela Vrdoljak², Ana Kurtović², Ana Babić Čikeš², & Marina Hirnstein¹;

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Relationship between the five Cs of positive youth development (PYD; Confidence, Competence, Connection, Character, and Caring), Contribution, as the sixth Cs of PYD, and mental well-being is theoretically assumed but there is surprisingly little research that investigated these relationships. Even more surprisingly, in the studies that did investigate well-being and PYD, mental well-being was often defined as the absence of mental illness. In this study we have used a positive conceptualization of mental well-being and looked at its relationship with each of the six Cs of PYD among youth. Previous research has indicated that there might be gender differences in these variables, so gender was considered as a potential moderator in these relationships. The data were collected within the "Cross-National Project on PYD" on a sample of 728 high-school and university students in Croatia. Participants completed a questionnaire that included demographic information, measures of the six Cs of PYD, as well as a measure of mental well-being that includes both affective and cognitive aspects, and psychological functioning. A correlation analysis showed significant positive relationships between the indicators of PYD and well-being. A hierarchical multiple regression analysis showed that Confidence, Competence, and Connection were significant predictors of mental well-being, while Character, and Caring were not significant. The moderating effect of gender was not confirmed. The findings of this study can inform future interventions aimed at increasing youth mental well-being that could put the focus on youth Confidence, Competence, and Connection. Suggestions for policy applications and further research will be discussed.

Individual paper presentations A - 2: Contemporary issues in PYD

Moderator: Bin-Bin Chen, PhD; Fudan University, China

Presentation #1

Positive Youth Development in the context of climate change

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Youth have been pointed as particularly vulnerable to climate change impacts since several of their present and future life dimensions may be affected. At the same time, their potential as agents of change in the context of global challenges has been acknowledged in recent literature. Within our research, we intended to explore and further advance on how Positive Youth Development (PYD) theory may inform future approaches to promote adolescents' and young adults' well-being and engagement in the context of climate change. We have conducted a systematic review following Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, considering two databases. A total of 13 articles were selected for the final review and subjected to narrative analysis. Even though Positive Youth Development theory is not yet directly reflected in the analyzed studies, the results show how its principles are embedded in the context of climate change research concerning adolescents and young adults. We have found four main ideas in common: (1) the focus on youth as agents of change, (2) the double target of promoting wellbeing and engagement, (3) the relevance of systemic thinking, and (4) program characteristics. PYD framework is highlighted as an innovative and promising approach in the context of climate change. It offers a multidisciplinary, comprehensive, and holistic perspective aligned with climate change research requirements, benefiting both youth development and wellbeing and enhancing their contribution to society. We have listed the identified inputs from the PYD framework for future research, interventions, and policy recommendations.

Presentation #2

Positive youth development, social contribution and pro-environmental behaviour in a sample of Spanish emerging adults

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Positive Youth Development (PYD) model is a strength-based perspective of transition to adulthood derived from developmental systems theory that posits that healthy development emerges as a consequence of the alignment between internal strengths and contextual assets. Lerner et al. (2015) described a PYD model which comprises five Cs, which are expected to be associated with positive outcomes in youth programs (Bowers et al., 2010). The aim of this study was to examine the relationships between the 5Cs of PYD and some indicators of social contribution and pro-environmental behaviours. A cross-sectional study was conducted in winter and spring of 2021 with a sample of 1044 emerging adults from 11 universities in Spain. These participants filled in the PYD Short Form by Geldhof et al. (2014), as well as some indicators of social contribution and pro-environmental behaviour. The results showed that overall PYD was positively associated with both social contribution (especially family contribution) and pro-environmental behaviours. The dimensions of connection and character had the strongest positive associations with social contribution, while character and caring had the strongest ones with the pro-environmental behaviours. In line with these results, PYD

promotion programs could be a valid intervention approach to foster more contribution to others and to protect the environment, especially by reinforcing the dimensions of connection, caring and character.

Keywords: PYD, 5Cs, social contribution, pro-environmental behaviour, emerging adults.

Presentation #3

Developmental assets, self-control and internet gaming disorder in adolescence: Testing a moderated mediation model in a longitudinal study

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From the perspective of positive youth development, developmental assets play a critical role in promoting adolescent development. Moreover, a high level of self-control ability could assist individuals to enjoy positive developmental outcomes as well. However, their joint effects have not been evaluated in the current issue, internet gaming disorder (IGD), which is gradually becoming an important social problem among worldwide youth and has been included in the eleventh International Classification of Diseases (ICD-11). During the COVID-19 pandemic, students learn online using various devices such as mobile phones and laptops, which also makes it more likely for them to play internet games. Therefore, the present study was determined to investigate the relationship between developmental assets, self-control, and IGD during this specific period. A two-wave longitudinal study, with each wave spanning half a year apart, was conducted in a sample of 1023 Chinese adolescents (Mage = 13.16 years, SD = 0.86; 49.36% boys). Results of the moderated mediation model revealed that T1 (Time 1, October 2020) developmental assets could predict less IGD at T2 (Time 2) directly or through T1 self-control indirectly. And the moderating effect of gender was not significant in the mediation model. Overall, adolescents who experience more developmental assets are less likely to suffer from IGD. Moreover, developmental assets are conducive to developing a higher level of self-control, which in turn contributes to preventing or intervening in IGD. Therefore, measures should be taken to construct developmental assets to prevent or reduce IGD during adolescence.

Keywords: Developmental Assets, Self-Control, Internet Gaming Disorder, Longitudinal Mediation Model, Adolescent

Presentation #4

A gender equality and social inclusion assessment of a positive youth development program

Edward Winter, World Vision, USA

World Vision has been implementing the USAID-funded Puentes positive youth development project since 2017 in the Western Highlands of Guatemala. In November 2021, a gender equality and social inclusion (GESI) assessment was conducted to ensure that the project is addressing the needs of the most vulnerable youth and is GESI transformative in line with World Vision's GESI Approach and Theory of Change, [Gender Equality and Social Inclusion Approach 2021.pdf \(wvusstatic.com\)](#). The assessment looked at three aspects of the program: 1) Processes – relating to the way that the program is delivered, 2) Content – related to the materials used to deliver the program, and 3) Achievement/results – related to the data captured, how it is captured and how it is used for project management and reporting. The assessment conducted questionnaires with 284 youth participants and 88 program facilitators, reviewed current project data for 32,312 youth, conducted 12 focus groups with youth (8) and facilitators (4), reviewed course content and analyzed project reports. The analysis showed that the project was meeting the needs of almost

all its participants but identified ways in which specific areas of inequality for female youth, youth with disabilities and indigenous youth could be addressed. Recommendations were developed in accordance with the five GESI domains of change – access, participation, decision-making, systems and well-being. The assessment also identifies promising practices in the process including the use of Washington Group questions to better identify youth with disabilities and conducting a participatory review of the results from the focus groups. It also identifies how the process could be improved, including providing transport, childcare, and accessible venues for focus groups.

Presentation #5

Multisystem youth's positive outcomes: The role of social capital, self-esteem, and coping skills

Narges Hadi, Rula Zaru, Araceli Avila, Bradley R. Fernandez, & Elizabeth Trejos-Castillo
Human Development & Family Sciences, Texas Tech University, USA

Strong network connections are crucial for multisystem youth (involved in foster and juvenile justice systems) to transition into healthy responsible young adults, particularly when other sources of social capital (e.g., family ties) have been disrupted as highlighted by several studies. The current study examines the role of social capital (e.g., adults, mentors) on youth's positive outcomes related to sexual behaviors and deviance avoidance. The potential mediation effect of self-esteem and positive coping skills on the relationship between social capital and youth's positive outcomes were also investigated. Data were drawn from a larger mixed-method study in Texas approved by a university Institutional Review Board (IRB). Participants were statewide multisystem youth (N=1,138; 16-22 years old; 50% females) in the process of aging out of foster care. Structural equation modeling analyses were conducted to examine direct effects among study constructs using Mplus 7.3. Potential mediation effects by self-esteem and positive coping on the relationship between social capital and youth's outcomes were also examined. Confirmatory factor analysis on study constructs (social capital, positive coping, self-esteem, self-efficacy to refuse sex, self-efficacy to prevent HIV, and intolerance to deviance) showed an acceptable model fit to the data: $\chi^2(725) = 2549.329$, CFI = .90, TLI = .89, RMSEA = 0.04 (90% CI = .046, .050). Mediation effects of self-esteem on social capital and self-efficacy to refuse sex, self-efficacy to prevent HIV, and intolerance to deviance were all significant $b = .05$, $P < .013$; $b = .129$, $P < .00$; $b = .208$, $P < .00$, respectively. Mediation effects of positive coping on the relationship between social capital and self-efficacy to refuse sex, self-efficacy to prevent HIV were also significant, $b = .036$, $P < .00$; $b = .031$, $P < .00$ respectively. Study results provide evidence of social capital, self-esteem, and positive coping as important predictors of positive outcomes in multisystem youth's transitioning out of care.

Individual paper presentations B - 1: Emerging insights and innovation in PYD

Moderator: Mojtaba Habibi Asgarabad, PhD; Iran University of Medical Sciences, Tehran, Iran

Presentation #1

Positive Youth Development: A scoping review of current studies and identification of knowledge gaps

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It has been about 35 years since the introduction of the concept and terminology of Positive Youth Development (PYD). During this period, a wide range of studies on various PYD frameworks have been conducted. This study aimed to extensively collect, summarize, analyze, and interpret the body of knowledge and identify the knowledge gap in this field. The Arksey and O'Malley framework was employed. Articles with at least one aspect of PYD according to study objectives were included. Data were collected using related keywords from PubMed, Web of Science, Scopus, and PsycINFO, and was analyzed using the Content-Analysis method. Out of 4203 retrieved records being reviewed, 144 studies were included in this preliminary analysis. Studies were categorized into seven groups including observational/correlational studies, interventional studies, development of theoretical models, protocols, tools, systematic reviews, and qualitative studies. The most important extracted results were related to time trend pattern in publications of PYD, contexts/countries where studies were mainly conducted, cultural and socio-economic data, data collection settings (e.g., school), subjects/outcomes (social subjects, educational outcomes, substance use, violence, student engagement, etc.), developed tools, developed protocols, theoretical components of PYD, and the overall results of the studies. Evidence in a wide range of PYD aspects were summarized with the employment of a scoping review. Comprehensive and beneficial information in various fields was presented for policy and decision makers. The results revealed that more studies are needed regarding the socio-economic status and cultural differences, studies focusing on minority groups, youths at high-risk, policies and programs of countries, and studies aimed at determining the role of organizations and different sections of communities. Further support of international organizations and high-income countries to conduct studies and expand the concept of PYD in low-income countries, determine a lead agency and develop cross-sectoral partnerships in the field the of PYD are recommended.

Keywords: knowledge gap, Positive Youth Development, scoping review

Presentation #2

Positive Youth Development Measures: An international overview of psychometric properties

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Centered on youth's strengths, the Positive Youth Development (PYD) perspective originated in the early 80's in response to the prevalent deficit approach used to study adolescent development and outcomes. Over the last decades, scholarship on PYD research and practice has extended worldwide across diverse disciplines with the respective development of assessing instruments and measurements. The current study aims to provide an exhaustive international review of the characteristics and properties of existing PYD assessing tools across diverse fields. Data (N = 284) were extracted from scholarly databases including Pubmed, Scopus, Web of Knowledge, and PsychInfo using the following inclusion criteria: original journal article published on/after 1980 in English language, assessed youths aged 10 to 21, and focused on PYD paradigm. Descriptive statistic was used for reporting the results. Preliminary results from 12 out of 284 studies revealed that studies were conducted in the US (7 studies), China (3 studies), Canada (1 study) and Switzerland (1 study), with the publication dates ranging from 2006 to 2021. The majority of the questionnaires (8 out of 12) were in English. Studies varied in the number of dimensions they reported (from 5 to 16; median=8), as well as the number of questions (from 26 to 90; median=60.5). All of the studies used Likert scale with a self-report approach. Only 4 tools were adaptations of previously developed tools. The reliability index was reported using Cronbach's alpha in 11 studies. Most of the studies used CFA and EFA methods for validity assessment. In general, there is sufficient validity evidence for all questionnaires and subscales; However, most studies did not report validity index data. Reporting more detailed and accurate data and results of development or adaptation of PYD questionnaires are necessary in the future. Furthermore, developing or adapting more questionnaires in more aspects and different contexts are recommended.

Keywords: Positive Youth Development, Psychometric Property, Questionnaire, Reliability, Validity

Presentation #3

The connection between well-being and the 5Cs of Positive Youth Development

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University of Bergen, Norway

Current research on global positive youth development (PYD) and well-being demonstrates a correlation between the two. However, when applying the 5C framework (competence, confidence, character, connection and caring) of PYD it emerges various degrees of influence of the separate Cs on well-being. This literature review aims to examine what the relation is

between the 5 Cs in PYD and well-being by comparing three different articles focusing on the subject in question. Findings in the literature review indicates a significant positive correlation between connection and well-being, furthermore it demonstrates an association between competence and confidence, and well-being. The articles in question also determined that the 5 Cs relation to well-being was mediated by gender. Further research may investigate the 5 Cs influence on well-being mediated by gender and specifically have the connection and confidence items in mind when developing youth programs in the future.

Keywords: positive youth development (PYD), well-being, 5Cs, adolescence, gender differences

Presentation #4

The developmental dynamics of academic self-efficacy, initiative, and grade point average: A parallel process latent growth curve model

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This study investigated the developmental dynamics of academic self-efficacy, initiative, and grade point average (GPA) during a three year-long upper secondary education. The sample of 1453 students aged 16–19 (60.6% girls; baseline mean age = 17.00, $SD = .91$; 56.1% high perceived family wealth; 74.9% ethnic Norwegians) assessed their motivational resources and beliefs once every grade in upper secondary school. To explore how changes in academic self-efficacy, initiative, and GPA were related, we investigated a theoretical parallel process latent growth curve model. The results implied that, during upper secondary school, academic self-efficacy declined while academic initiative and GPA remained stable. We found ceiling effects within and between academic self-efficacy and initiative. We observed a similar effect between academic self-efficacy and GPA, wherein students with a higher initial level of academic self-efficacy were more likely to experience a slower positive change in GPA throughout upper secondary school compared to students with lower initial academic self-efficacy. Lastly, positive dynamic relationships between the developmental trajectories of academic self-efficacy, initiative, and GPA were observed, implying the existence of a positive feedback loop between the mentioned factors during education. The present study adds new insight that should be taken into consideration in promoting positive educational development during late secondary school.

Keywords: academic self-efficacy, initiative, GPA, parallel process latent growth model, structural equation modelling

Individual paper presentations B - 2: PYD among vulnerable and at-risk youth

Moderator: Pei-Jung (Annie) Yang, PhD; National Chengchi University, Taiwan

Presentation #1

Association between developmental assets and positive youth development in institutionalised and non-institutionalised centres in Abeokuta Ogun State, Nigeria

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In line with the Positive Youth Development (PYD) theoretical perspective, developmental assets (DA) tend to facilitate positive development among young people. The present study investigates the associations between DA and PYD among youths in two centres in Nigeria - institutionalised (IC) and non-institutionalised (NIC) ($N = 622$; $M_{age} = 17.04$ years, $SD = 2.27$). Participants with records of antisocial behaviours completed DA scale and 5C's of PYD. DA was measured as two-type assets – internal and external and five-environment assets - personal, family, school, social and community. 5C's of PYD was measured as a single variable. The findings revealed that the average age of participants in IC was 19.24 ($SD = 3.32$) and NIC was 16.49 ($SD = 1.49$). 96% were males compared to 4% females in the IC while 67% were males compared to 33% females in NIC. In all, 69% of the participants were children while 31% were emerging adults. Based on the two-type assets, 62% of the participants reported internal DA compared to 44% who reported external DA. Furthermore, in NIC, 64% of participants and 58% of participants in IC reported excellent experience of internal DA. The environment assets mostly reported were personal ($M = 3.37$, $SD = 0.80$), school ($M = 3.32$, $SD = 0.77$) family ($M = 3.24$, $SD = 0.84$), and social ($M = 3.22$, $SD = 0.78$), in NIC, but personal ($M = 3.25$, $SD = 0.83$) and school assets ($M = 3.20$, $SD = 0.75$) in IC. In correlation analysis, DA and PYD were strongly correlated, $r(620) = .68$, $p < .00$). ANOVA results indicated a statistically significant difference in PYD between the two groups, ($F(1, 620) = 8.05$, $p < .00$) but more pronounced in NIC. Notably, there is a need for all youths to have access to external developmental assets.

Keywords – *development, environment, young people, care settings, school*

Presentation #2

Exploring gender differences of risky behavior patterns on adolescents during Covid-19 pandemic

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COVID -19 pandemic influences negatively on risky behaviors such as alcohol, tobacco, illicit drugs, gambling, depression and suicide among adolescents from Roma and Egyptian minorities in Albania. Our objective was to investigate gender differences on the risk behavior patterns in adolescents from the two most marginalized minorities in Albania during the first wave of COVID-19. This study was based on a sample of 201 youth ages 14-20 years old, evenly distributed across the two minority groups. The influences of gender, age, and education on risky behaviors, such as alcohol, tobacco, illicit drugs, drunk-driving, sexual intercourse,

antisocial behavior, violence, truancy, gambling, eating disorder, depression and suicide were investigated. Data were analyzed using bivariate (Pearson Correlation, t-test, one-way ANOVA) and multivariate (two - way ANOVA) analyses. Gender differences showed a higher engagement among boys from Roma and Egyptian minorities in risky behaviors such as illicit drugs ($r=.800$; $p < 0.05$) ($F = 110.9$; $M = .296$; $df=199$), violence ($r=.707$; $p < 0.05$) ($F = 13.142$; $M = .214$; $df=199$), gambling ($r=.714$; $p < 0.05$) ($F=20.753$; $M=1.355$; $df=199$) and depression or suicide attempts ($r=.188$; $p < 0.05$) ($F=.815$; $M=2.49$; $df=199$). In addition, risk behaviors, such as tobacco use was higher among adolescents in secondary school compared to those that were not. More truancy was observed among students in primary school. The results also revealed that Roma and Egyptians adolescents who did not attend school at all had a higher tendency for violence and violent acts. The findings suggest that gender differences and aspects related to age and level of education should be targeted in prevention and intervention programs created to address risky behaviours.

Keywords: Adolescents, gender, age, gender, level of education, minority, risk behavior

Presentation #3

Psychological adjustment among unaccompanied immigrant minors in times of COVID-19: The role of friendship attachment style

Chiara Ceccon & Ughetta Moscardino

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Unaccompanied immigrant minors (UIMs) are individuals aged less than 18 years who arrive in a foreign country without a parent/guardian (UNHCR, 1997). Although UIMs are a potentially vulnerable group, recent contributions underscore the importance of attachment relationships for migrant and refugee youths' wellbeing (Juang et al., 2018). However, the role of friendship attachment style (FAS) in UIMs' psychological adjustment remains underexplored. Building on approaches emphasizing bonding in positive youth development (PYD) (Lee & Lok, 2012), this mixed-method study aimed to identify UIMs' COVID-19 related stressful events, describe the distribution of FAS, and explore the associations of FAS to psychological distress and intolerance of uncertainty. We individually interviewed 80 male UIMs ($M_{age} = 17$ years) hosted in residential communities in Italy between December 2020 and March 2021. Main countries of origin were Albania, Bangladesh, and Pakistan. Questionnaires assessed the constructs of interest, while open-ended questions explored participants' subjective experiences of the pandemic and their peer relationships. The most frequently experienced stressful events were worries about family in the home country (74%) and the health of loved ones (62%), and lack of freedom (60%). Among participants, 69% reported a secure working model, while 31% reported an insecure one. Psychological distress and intolerance of uncertainty were significantly lower for those reporting a secure (vs. insecure) FAS ($t(78) = -2.35$, $p = .021$ and $t(78) = -2.28$, $p = .025$, respectively). Thematic analysis revealed that most participants had positive relationships with peers, but some felt reluctant to fully trust others and build new friendships. The findings provide initial evidence that security in peer relationships may contribute to better outcomes among UIMs. Although further research is warranted, integrating attachment and resilience perspectives within a PYD framework represents a promising approach to analyze the impact of this unique historical period on potentially vulnerable migrant adolescents.

Presentation #4

The associated effects between sparks, intentional self-regulation, and positive youth development

Pei-Jung (Annie) Yang; Graduate Institute of Social Work, National Chengchi University, Taiwan

This study examined the association between sparks, the development of intentional self-regulation (ISR), and positive youth development (PYD) during early adolescence. Sparks are characterized by engagement in a self-identified interest whereby youth experience joy and a sense of purpose and direction (Scales, Benson, & Roehlkepartain, 2011). ISR is a central asset for PYD which entails mindful and goal-directed regulation to achieve a personal goal (Gestsdottir & Lerner, 2007). Sparks might be useful contexts for youth to practice their ISR skills, and the experience of sparks and ISR might promote positive development. This study followed 292 adolescents for three years (51% male, Mean_{age}=12.48 at wave 1, 63% residing in the urban area). Sparks were measured at wave 1 (three variables: having a spark, brought joy and direction, self-initiated), ISR (the SOC scale) was measured at waves 1, 2, 3, and PYD (the Five Cs scale) was measured at wave 3. The ISR Intercept and ISR slope were estimated using linear growth models, and gender, residence status (urban vs. rural), and spark variables were regressed on the ISR intercept and ISR slope. As predicted, spark variables, ISR intercept and ISR slope were significantly positively associated with PYD. The results showed that all spark variables were significantly and positively associated with the ISR intercept, and, when it was a self-initiated spark, the ISR slope was marginally negatively significant ($p = .07$). There were no effects of gender. Participants who resided in the urban area had higher ISR intercept than their counterpart residing in the rural areas. Our results implicated that sparks and ISR might promote positive youth development, and sparks might foster youth's temporal performance in ISR. However, there is likely disparity in resources afforded to urban and rural youth resulting in lower ISR in youth residing in the rural areas.

Individual paper presentations C - 1: PYD perspectives in times of pandemic

Moderator: Ana Kozina, PhD; Educational Research Institute, Slovenia

Presentation #1

Predictors of anxiety and resilience during pandemic: A positive youth development perspective

Denisse Manrique-Millones
Universidad Científica del Sur, Peru

The covid-19 pandemic has caused a series of negative effects on people's mental health, being one of the main causes of anxiety. Previous studies have discussed the predictive value of the 5C's on anxiety (Kozina, Wium & Pivec, 2021). The purpose of this study is to validate a model in which we evaluate the relation between developmental assets (i.e., external and internal), resilience and Coronavirus-related anxiety. Likewise, we want to assess the mediating role of 5C's within these relationships. Participants were emergent Peruvian adults ($n = 238$), and the vast majority were female (63.1%). The mean age was 22.36 ($SD = 5.22$). Data collection was entirely online due to the health emergency caused by the COVID-19 pandemic. Instruments associated to PYD variables were used (i.e., 5C's and Developmental assets), together with Resilience and Coronavirus Anxiety Scale. While we expect a positive relationship between Developmental assets and resilience, and a negative association with Coronavirus related

anxiety, the 5C's dimensions are expected to mediate these relationships. We discuss implications regarding research, policy, and practice.

Presentation #2

Aligning individual and ecological resources in emerging adults during the Covid-19 emergency in Italy: A person-centered approach within the Positive Youth Development framework

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The Positive Youth Development (PYD) model suggests that when individual resources are aligned with growth-promoting ecological resources (i.e., developmental assets), positive development can be observed in youth. Considering this model within the perspective of ecological development systems, this process could be even more relevant when the reference macro-context is facing a period of crisis, as the COVID-19 pandemic currently is. Based on these ideas, we sought to investigate how Italian emerging adults adapted at the end of the lockdown phase in May 2020 (T2) according to the personal and ecological resources that they showed at the beginning of this phase in March 2020 (T1). We collected data from 567 participants aged 18-29 years from Southern Italy. We measured future expectations and cognitive reappraisal as individual resources (at T1), community support as an ecological resource (at T1), and anxiety and optimism as outcomes (at T1 and T2). Cluster analytic methods revealed four different profiles of emerging adults at T1: (a) with high resources (both individual and ecological); (b) with individual resources (high individual and low ecological); (c) with ecological resources (low individual and high ecological); (d) with low resources (both individual and ecological). A subsequent multivariate analysis of variance with profile at T1 as independent variables and anxiety and optimism at T2, controlling for anxiety and optimism at T1, showed that emerging adults with low resources profile had higher anxiety than those with high resources profile and with ecological resources profile as well as that had lower optimism than all the other profiles. Also, emerging adults with high resources profile had higher optimism than those with individual resources profile and with ecological resources profile. These results seem to support the PYD model predictions and extend previous research by virtue of the particular macrosystemic context derived from the COVID-19 pandemic crisis.

Presentation #3

“Light-bulb moment” Understanding experiences and benefit finding in young careers in the context of the Covid-19 global pandemic: A qualitative study

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Youth living with a parent with a chronic illness are referred to as young carers and tend to assume extra family caregiving responsibilities, providing regular and significant care to their

ill parent. Considering the possible consequences of the COVID-19 pandemic on ill parents, and the restrictions applied by the governments might be caused negative consequences on young carers as well as they might also be able to cope with adverse effects and find benefit from adversity. In this respect, this qualitative study sought to investigate the effect of COVID-19 pandemic on the lives of young carers. A total of 25 young carers (aged 15-25 years; $M_{\text{age}} = 19.73$; $SD_{\text{age}} = 2.80$; 84% females) participated in this study. Semi-structured interviews were held using video conferencing to address the study aims. Data were analyzed using thematic analysis and two themes derived from the individuals' experiences during the COVID-19 pandemic were: Restricted life and, Benefit finding. These results expand previous findings by examining in detail how young carers deal with difficulties during extraordinary situations such as COVID-19 pandemic. Considering the majority of the participants reported at least one benefit finding regardless of the perceived psychological impact of the pandemic, they seem to be able to adapt to stress and find meaning in adverse life events. Given that, to our best knowledge, there is no study examining the benefit findings in young carers during the COVID-19 pandemic, these novel findings might pave the way to future research and clinical interventions on the psychosocial adjustment of young carers during the COVID-19 pandemic.

Presentation #4

Psychometric validity and measurement invariance of positive youth development in the Philippines during the Covid-19 pandemic

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This study examined the factor structure (i.e., one-factor, five-factor, higher-order, and bi-factor) and measurement invariance of the Five Cs model (i.e., competence, confidence, connection, character, and caring) using the short (34 items) and very short (17 items) measures of positive youth development (PYD). We also sought to establish criterion-related validity with life satisfaction, flourishing, transcendence, perceived societal status, perceived school statuses, and COVID-19 anxiety. Data were obtained from 1,116 senior high school students ($M_{\text{age}} = 17.61$; $SD_{\text{age}} = .91$) from 146 public and private schools in the Philippines. The results support the bi-factor model for both short and very short formats, which showed strict measurement invariance across gender, SES, and school type. Controlling for the general PYD construct, character and caring showed negative latent factor correlations with competence and confidence. Almost all dimensions of PYD exhibited expected associations with the criterion-related measures, though competence and connection showed weak positive correlations with COVID-19 anxiety. Overall, these results support using the 34-item short scale to measure the general and individual dimensions of adolescent thriving. The low reliability coefficients in the competence and character dimensions of the very short measure of PYD suggest caution in using the 17-item scale. These findings suggest implications for well-being research and practice amid the ongoing pandemic crisis.

Keywords: adolescent well-being; COVID-19 anxiety; Five Cs; positive youth development; senior high school students

Presentation #5

Positive Identity predicts Psychological Wellbeing, Confidence, and Character in Chilean Youth

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Positive Youth Development (PYD) allows the youth to be comprehended from their potential, strengths, and assets, in contrast to the traditional deficit view. The model promotes constructive behaviours in youth by highlighting the positive attributes usually found during the transition from childhood to adulthood, to achieve healthy and optimal development in later life. Overall, the PYD comprises five key competencies (5C), the flourishing models, and forty development assets. In the present study, a Structural Equation Model (SEM) is tested with the Chilean dataset of the PYD project, on the premise that Positive Identity is the core internal developmental asset explaining Psychological Wellbeing and that Confidence and Character are mediators of the relationship between Positive Identity (I.V) and the dependent variable Psychological Wellbeing (D.V). The sample comprised 261 participants ($n_{\text{Women}} = 189$, $n_{\text{Men}} = 72$), $Mean_{\text{Age}} = 22$ years old, who were approached by convenience sampling through an online survey uploaded to Qualtrics. The measures of the study included: The Developmental assets Scale, the Short-form of the Five Cs included in the PYD, and the Mental Health Continuum Short-Form (MHC-SF). The results indicated good model fit (Robust $CFI = 0.929$, Robust $RMSEA = 0.054$, 90% CI [0.045, 0.063] and $SRMR = 0.063$), highlighting the relevance of studying Latin-American adolescents and young's wellbeing in times of Covid 19, as the participants' Positive Identity significantly predicted their Psychological Wellbeing, and simultaneously, this relationship was mediated by both their level of Confidence and Character. **Keywords:** Positive Youth Development (PYD), Positive Identity, Psychological Wellbeing, Chilean adolescents, Five Cs model.

Individual Paper Presentation C - 2: Education and PYD

Moderator: Fitim Uka, PhD; University of Prishtina "Hasan Prishtina", Kosovo

Presentation #1

The relationship between Five C's and bullying: Study on a homogenous male high school in Jakarta, Indonesia

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The Five Cs believe that by endorsing the positive aspects of adolescence, many optimistic possibilities and potentials are guaranteed. In the formation of Five Cs, a positive environment is crucial. One of the positive environments is the school, where most young people spend their time. As a social agent, a school develops and cultivates adolescence to achieve fullness. The school, with its program, builds the students' cognitive, physical, psychological, and social competencies. However, the school also provides a complex problem for adolescence to handle. In one homogeneous male high school in Jakarta, it was observed that a dominant problem is bullying. Bullying is one of the inhibiting factors for adolescents to achieve their potential. This study aimed to test the relationship between the Five C's and bullying in one homogenous male high school in Jakarta. We included 124 male students via the convenience sampling method. We adapted The Five Cs Scale from Lerner et al. (2005) and Bullying Scale from Nazan (2015) to the Indonesian language. The validity and reliability of the instruments were satisfying (Cronbach for Five Cs = 0.90 and Bullying Scale = 0.98). We implemented descriptive and correlational analyses to understand the level of Five Cs (competence, character, caring, confidence, and connection), type of bullying behavior (verbal, physical, relation, and cyber), bullying positions (bullier, victims, and bystander), and their relationships. The results showed that Five Cs hardly correlated with the type of bullying, but significantly correlated with the bullying positions. Some considerations and recommendations were discussed.

Keywords: Five Cs, bullying, homogenous male high school, Indonesia

Presentation #2

The effects of 5Cs and developmental assets on well-being and satisfaction with life among youth in Kosovo

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The basic models of Positive Youth Development (PYD)—the 5Cs (competence, confidence, character, connection, and caring) and developmental assets (internal and external assets) are considered crucial for many positive outcomes. To date, there are limited studies on 5Cs and developmental assets in the context of lower-middle-income countries (LMICs). The current study aimed to identify the effects of 5Cs and developmental assets in well-being and satisfaction with life among youth in Kosovo. In total, 916 students (66.7% females) with a mean age of 16.32 years old participated in this study. They completed several instruments that measured PYD 5Cs, internal and external assets, well-being, and satisfaction with life. In line with the PYD perspective, we found that internal and external assets were significantly correlated with 5Cs. Caring and character were not found to predict well-being and satisfaction with life, while the rest of 5Cs and both internal and external assets were shown to have a positive effect on well-being and satisfaction with life. Lastly, we discussed how these findings can contribute to developing new educational programs to increase students’ academic performance and well-being. Specifically, we propose to enhance students’ competence, connection, and confidence as these factors showed clearly bigger significant effects on well-being and satisfaction with life.

Presentation #3

The perspectives and experiences of elementary students in Iranian schools regarding the effects of the Coronavirus outbreak on their learning opportunities and outcomes

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In the wake of the Coronavirus outbreak, students have been exposed to several challenges in the educational system, including cognitive and non-cognitive difficulties. Students' learning experiences in grades 4th through 6th, (average age=, male=, female=) were examined cross-sectionally, during school closures, and through remote learning in response to a questionnaire designed by the OECD as a tool to capture learning experiences during COVID-19. During the school closure, students were asked how they would access education material, react to the closure, interpret the amount of learning, and spend time in cyberspace. There is an effort to

address students' concerns and feelings regarding the Corona outbreak. There are a lot of virtual classes in these conditions (90%) and most schools are closed for over a year with over 80% of teachers supporting students by taking the necessary steps. Even so, schools do not conduct much research at this point on students' concerns and feelings as the most common type of digital resources and devices students use are their own smartphones and their parents' digital equipment. In their opinion, 54% of students' learning has decreased because of the closing of schools. Among teaching resources, recorded lessons and other electronic base contents, as well as Shad network teaching, were the most popular, while radio teaching was the least popular. Approximately 73% of the homework was done with the help of mothers, as many students self-manage their learning and parents assisted with homework. Students' feelings of loneliness, worry, and anxiety, were evidently negative emotions during the time of the Corona outbreak. However, teachers and students alike expressed their readiness to continue learning using digital devices. Students' willingness to continue to learn and not let themselves fall behind in lessons were positive outcomes. Most students also believe they will be able to manage their learning in the future if the school closes again, and 92% of students are eager to resume their education. The majority of students reported positive feedback on attendance, training, and family support, but several reported feelings of loneliness or isolation while working in cyberspace. Although education in cyberspace presents a unique set of challenges, social and emotional aspects have been the most difficult.

Keywords: elementary students, education in cyberspace, learning experiences

Presentation #4

Super Youth Powers – A positive identity-based skills framework for PYD

Aaron Ausland

World Vision, USA

Nearly all PYD programs describe a long list of skills that youth need to thrive, to succeed at work, or to contribute to community wellbeing. Most often, these are simply listed or clustered by type (e.g., livelihood skills or soft skills), and their practical value is largely confined to evaluation. World Vision, together with its partners at the World Bank and the Institute for Research on Youth Thriving and Evaluation (RYTE Institute) at Montclair State University, have developed a new approach to the skills framework and measurement rooted in positive identity. As youth grow and change through PYD interventions, their sense of self should evolve. An identity-based skills framework gives clarity and language to meaningfully describe these changes. We call these identities ‘Super Youth Powers’, and they include the Resilient Agent, the Creative Visionary, the Reflective Problem Solver, the Inclusive Collaborator, the Empathetic Changemaker, and the Productive Citizen. Within each positive identity are a mixed cluster of skills, competencies and mindsets that we call ‘powers’. For example, the powers of an inclusive collaborator are: inclusiveness, teamwork, communication, relationship management, conflict resolution, and generosity of spirit. (See the full framework below)

<p>RESILIENT AGENT</p> <ul style="list-style-type: none"> • positive identity • perseverance • sense of purpose • self-awareness • self-management • growth mindset • self-care 	<p>CREATIVE VISIONARY</p> <ul style="list-style-type: none"> • creativity • vision • curiosity • imagination • hope 	<p>REFLECTIVE PROBLEM SOLVER</p> <ul style="list-style-type: none"> • critical reflection • problem solving • research & analysis • goal setting & planning • experimentation • openness & adaptability 	<p>INCLUSIVE COLLABORATOR</p> <ul style="list-style-type: none"> • inclusiveness • teamwork • communication • relationship management • conflict resolution • generosity of spirit 	<p>EMPATHETIC CHANGEMAKER</p> <ul style="list-style-type: none"> • empathy • contribution • leadership • courage • values-led action • responsibility 	<p>PRODUCTIVE CITIZEN</p> <ul style="list-style-type: none"> • reading comprehension • financial literacy • digital/cyber literacy • career planning & job search • entrepreneurship • work readiness
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The main benefit of a positive identity-based skills framework for PYD is that it describes within-person changes in a format with cognitively digestible meta-meaning for young people. We can describe the attraction, power and impact of someone who is a Creative Visionary or a Productive Citizen, and this gives youth a concrete vision of themselves to which they can aspire and work. Youth can more easily sustain this vision and its meaning for how they are empowered to show up in the world than they can with a simple list of skills. Also, by gamifying the framework and linking ‘power points’ to specific learning activities, youth can more easily track their progress toward achieving this vision of the transformed self through point accumulation, online progress bars, and electronic badges.

FLASH TALKS

Moderator: Elizabeth Trejos-Castillo, PhD; Texas Tech University, USA

Flash Talk #1

Percepción del Aislamiento Social y Soledad en una muestra de adolescentes de 12 a 18 años de edad durante la Pandemia por Covid-19 de Lima Metropolitana (Perception of social isolation and loneliness in a sample of adolescents from 12 to 18 years of age during the Covid-19 pandemic in Metropolitan Lima)

César Augusto Eguia Elias, Burga Vásquez Celine, Buitrón Saavedra Alexandra, Leytón Vigo Shary, Mezarina López Mary Rosa, Parra Chiroque, Jordy y Quispe Caballero, Alessandra Carrera de Psicología de la Universidad Científica del Sur, Peru

En la actualidad la coyuntura pandémica por Covid-19 está provocando la activación de sintomatologías psicológicas nocivas en las personas en el mundo, específicamente en la población de adolescentes, que ha generado situaciones de vulnerabilidad psicosocial, ocasionando progresivamente sentimientos de abandono y soledad, debido, a que, sus actividades sociales y académicas formativas han sido limitadas por la situación de salud pública, siendo además, una alarma de deterioro mental por parte de los gobiernos, organizaciones de salud y educativas formativas. Según UNICEF (2020) el 46% de los jóvenes reporta tener menos motivación para realizar actividades que normalmente disfrutaba, 36% para actividades habituales, 43% de las mujeres se siente pesimista frente al futuro frente a 31% en los hombres, y 3 de cada 4 jóvenes han sentido la necesidad de pedir ayuda en relación a su bienestar físico y mental. El Ministerio de Salud (2020), tras una encuesta poblacional sobre salud mental, durante la pandemia por COVID-19 y toque de queda, donde participaron 58,349 personas, encontraron que “el 28.5% presentaron sintomatología depresiva, de este grupo, 41% con sintomatología asociada a depresión moderada a severa y el 12.8% ideación suicida. Las mujeres reportaron sintomatología depresiva en el 30.8% y 23.4%. en los hombres. El grupo etario con mayor afectación depresiva fue el de 18 -24 años. Por consiguiente, en la realidad peruana se reflejan dificultades en los adolescentes, en el área social y comportamental, que es necesario conocer y afrontar a través de actividades preventivo promocionales. Este contexto que le ha cambiado la vida a todos, pero en especial a los adolescentes, a los estudiantes de secundaria, ya que han tenido que modificar radicalmente su modus de convivir, alejarse de sus amigos, compañeros de aula, le puede estar generando algún tipo de problemas de salud mental, como es la ansiedad, lo cual puede mellar su integridad (Pérez, 2020). El confinamiento o aislamiento social si bien es una medida de mucha ayuda para evitar la propagación del virus, también puede repercutir en nuestra salud mental porque podemos llegar a experimentar ansiedad y estrés por el simple hecho de pensar que no somos libres de realizar nuestras actividades con normalidad (Cortez, 2020). En razón de lo antes expuesto, consideramos que los adolescentes que residen en Lima Metropolitana, vienen atravesando desgaste emocional,

experimentando síntomas asociados al miedo, tristeza, soledad, angustia, incertidumbre, desesperación, aislamiento, pesimismo, nostalgia, fruto del confinamiento, con incapacidad de afrontar sus problemas, vivencias nocivas que implican un riesgo para el desarrollo, ocasionando niveles altos de desadaptación social y déficits en la interacción interpersonal, ocasionando, además, situaciones de vulnerabilidad como problemas de personalidad, alimenticios, depresión, suicidio, entre otros. Identificar el nivel percepción del Aislamiento Social y Soledad en una muestra de adolescentes de 12 a 18 años de edad durante la Pandemia por Covid 19 de Lima Metropolitana. Tipo de estudio descriptivo, de enfoque cuantitativo, no experimental y de corte transversal, en donde participaron un total de 166 adolescentes a través de una selección no probabilística, intencional por el investigador con criterios de inclusión y exclusión. Se administró el Cuestionario de aislamiento y soledad (CAS) de María Martina Casullo (1996), de manera virtual a través del formulario google, se le incluyó además el consentimiento informado en donde los participantes aceptaron ser parte del estudio de manera voluntaria, respetando su anonimato. La prueba consta de 25 ítems, los cuales describen distintas situaciones en donde la persona manifiesta la tendencia a la soledad y el aislamiento, el participante deberá marcar una de las cuatro alternativas propuestas, la frecuencia en la que dichas situaciones se presentan (nunca, algunas veces, muchas veces, siempre), los niveles de medición asignados son alto, medio y bajo. El análisis psicométrico determinó que, el CAS muestra una validez de contenido y de constructo, además que la estructura factorial es clara de sus dos dimensiones depresión y aislamiento, asimismo, presenta una alta correlación entre sus ítems (valor de alfa de Cronbach $\alpha = 0,837$). Posteriormente, se realizó la base de datos con los resultados obtenidos, siendo analizados en el programa SPSS 25, para luego presentarlos en tablas y figuras descriptivas. Se encontró que la mayoría de los adolescentes el 47.0% de los adolescentes tienen una tendencia moderada de presentar aislamiento y/o soledad, observando que los jóvenes de 18 años evidenciaron mayores síntomas 21.1% y en el sexo femenino 28.9%, en cuanto al nivel de instrucción 25.3% cursa la secundaria, y el distrito de residencia 6.6% pertenecen a San Juan de Miraflores y convive con una familia nuclear 25.9%. En la dimensión depresión el 53.0% de los adolescentes presentaron un nivel de depresión medio (soledad), y en la dimensión retraimiento el 51.2% un nivel de retraimiento medio (aislamiento). La población de adolescentes de 12 a 18 años de Lima Metropolitana tuvo una tendencia moderada al aislamiento y/o soledad, condición consecuente al estado de emergencia actual, establecido el aislamiento social de manera obligatoria, generando, además, una tendencia a presentar depresión y/o retraimiento, esto en consecuencia afectaría progresivamente la salud mental de los jóvenes.

Flash Talk #2

Toward a cultural adaptation of the changing lives program: What intervention processes matter to young people?

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Low-income, ethnic minority, and low academic achieving youth may benefit less from PYD interventions than other adolescents (Ciocanel et al., 2017), suggesting the need to identify what intervention processes work for these youth. We address this issue as part of an on-going cultural adaptation of the Changing Lives Program (CLP), a group based PYD intervention for marginalized youth (Eichas et al., 2021). Specifically, we are adapting the CLP as a mentoring

program. After each session, participants completed the Session Evaluation Form (Bussell & Kurtines, 1999) and a qualitative extension that asked, “*What was meaningful or important about today’s session?*” Multilevel confirmatory factor analysis (454 sessions nested within 97 mentees) suggested that, contrary to findings from an earlier implementation of the CLP (Eichas et al., 2021), perceived session-level impacts were not differentiated in this sample (Table 1). To evaluate the qualitative extension, we randomly selected a subset of 55 responses for Relational Data Analysis, a multiphasic approach to developing theory from free response data (Kurtines et al., 2008). Figure 1 presents the identified theoretical categories and their structure. Most responses (56%) described relational processes (Relational Focus). Within this category were subcategories of responses that described the context provided by the mentor (Person-Centered Support), the nature of the interaction among group members (Mutuality in Communication), and a connection with others (Relational Bonding). Other responses (22%) described the content covered in the sessions (Goal-Oriented Focus), including subcategories for Receiving Advice, Learning (e.g., new skills), and Accomplishing Tasks (e.g., schoolwork). Unfocused responses (22%) did not refer to either relational processes or content. We will discuss how the qualitative analyses provide context for understanding the quantitative analyses and, more generally, how qualitative methods can be used to sensitize PYD theory to the experiences of youth in new and changing intervention contexts.

Flash Talk #3

Attitudes towards the COVID-19 pandemic and quality of life in students of a private University of Lima - Pilot Study

Research team “Raymond Cattell”, Gerson Vasquez Abatte, Jeissel Torrico Cortez, Kimberly Ccorimanya Trujillo, Julia Ccarhuas Picharde, Diana Vasquez Diaz, Jasmine Blanco Pumayali, Patricia Ramirez Chavez, Sol Zavala Torres, Estefani Moreno Aguilar, Illary Herrada Miranda, Winberly Quispe Pisconte, & Gabriel Paredes Valencia
Universidad Científica del Sur, Peru

Currently, the COVID-19 pandemic is causing a great impact at the global and national levels, thus closing public places and being in social isolation. One of the groups most affected by this situation is the students, whose education went virtual, being something new for the vast majority of students. Generating various attitudes in students that arise their quality of life, which generates atypical behaviors in a new "adaptation to the environment" and even reaching educational desertion. That is why the main objective of this study is to describe the level of attitude that students have in the face of the pandemic caused by COVID-19 and how their quality of life is affected given the contextual situation. In addition to determining the level of attitude towards the pandemic and quality of life perceived by students. Being a quantitative study of correlational type. For this, a pilot study was carried out with 142 students from a private university and various faculties, applying the Olson and Barnes Quality of Life Scale and the Scale of Attitudes Against the Pandemic (AFAP, for its acronym in Spanish) of own elaboration, in a virtualized modality. Having as a relevant result, that no relation was found between attitudes towards the pandemic and quality of life; In addition, moderate attitudes towards the pandemic and a moderate level of quality of life were evidenced.

Flash Talk #4

Standardize of the emotional intelligence baron ice inventory: In a sample of children and adolescents from Lima - Metropolitan

Cerdan Ticla, & Lesly Ximena
Universidad Científica del Sur, Peru

Emotional intelligence is the ability of each person to deal with difficulties in their environment and to establish healthy relationships with others and with oneself. The objective of the study was to standardize the emotional intelligence inventory of Baron ICE: NA in a sample of children and adolescents from Metropolitan Lima in the context of a Covid-19 pandemic. The type of study was descriptive and the design instrumental, the participants were 200 children and adolescents aged 7 to 18 years. Results: regarding validity, the review was carried out by expert judges, considering an adequacy in the content of the items, in addition, the corrected item test eliminated 12 items from the original test, leaving 48 items, the factor analysis confirmed 5 components for the instrument, the reliability through Cronbach's alpha yielded values between 0.7 to 0.9, considering a reliable and significant instrument, in addition, a scale was elaborated for the local sample. In the conclusions, it is specified that the emotional intelligence inventory presents the psychometric properties required for its generalization.

Keywords: emotional intelligence, BarOn ICE, children and adolescents, standardization

Flash Talk #5

Life skills training in Iran - A review of research, programs, and activities

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We review and analyze research, programs, and interventions related to life skills training in Iranian schools. The research field includes all documents, educational content, research, and life skills training programs, which will be formed based on their relevance to life skills training. In terms of educational context, formal education has been considered (provided by the Ministry of Education in schools). The method of reviewing and studying documents, programs, and actions is qualitative content analysis. The study results showed that the subject of life skills training had been considered in official documents in Iran, such as economic and social development programs, 20-year vision document, national curriculum, and fundamental change document. However, no specific policy has been adopted in the last ten years to educate life skills systematically. Reviewing the existing research, the studies are conducted mainly on the optimal/favorable and current education methods, pathology, academic achievement indicators, characteristics of collective behavior, and the effect of education on mental health. In the general education system, life skills training is included in the form of soft skills, and scattered contents about the aforementioned training have been appended in the textbooks of elementary schools, high schools, and technical-vocational schools.

Keywords: Life skills, Life skills training, Education system, Higher education

Flash Talk #6

Positive Youth Development and its Relationship with Mental Health in Chile.

Aburto-Heimpel, P., Barriga-Brito, Y., Jara-Aguero, E., Vera-Villarroel, N., & Pérez-Díaz, P.

Austral University of Chile, Puerto Montt, Chile

Positive Youth Development (PYD) allows the youth to be comprehended from their potential, strengths, and assets, in contrast to the traditional deficit view. This study aimed to characterise adolescents (aged 17-21) and young (aged 22-29) Chilean populations on potential variations regarding protective and risk behaviours to mental health, as included in the Positive Youth Development (PYD), a framework inspired by the principles of Positive Psychology. The study also aimed to contribute to the cross-cultural study of the topic, as developed by Wiium and colleagues. The research design is quantitative, correlational-causal. The sample comprised 227 participants ($n_{\text{Adolescents}} = 101$, $n_{\text{Young}} = 126$, $Mean_{\text{Age}} = 22$), who were approached by convenience sampling through an online survey uploaded to Qualtrics. The measures included in the study were: The Herth Hope Scale (HHI), the Mental Health Continuum Short Form (MHC-SF), the LMS14 Mindfulness Scale, and several risk and protective behaviours. The results showed that protective behaviours were not significantly associated with age. However, there was a positive relationship between risky behaviours and the age of participants ($r^2 = .06$), which implies that older Chilean youths were more exposed to several hazards (in their closer transition to adulthood) than their younger adolescent fellows. Similarly, the mean of developmental assets was significantly higher in the younger group than in the older group, [$F(190) = 4.07$, $p < .01$, $d = 0.59$], an effect that was medium in size. The results highlight the relevance of studying Latin-American adolescents and young's mental health in times of Covid-19.

Keywords: Positive Youth Development (PYD), Mental Health, Chilean Youth, Latin-America, Covid 19.

Flash Talk #7

The future of work for Ukrainian youth

Erika Rydergaard

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The USAID-funded UNITY program has implemented two research activities (“Future of Work” and “Labor Market Assessment”) that have investigated opportunities for youth economic engagement and identified key assets needed for youth to capitalize on meaningful economic engagement in Ukraine. The Future of Work study identified emerging trends for the 2030 workforce and provided recommendations for workforce development stakeholders in the training and retraining of youth to meet future labor demands. The Labor Market Assessment identified youth-friendly sectors and value chains for employment and entrepreneurship of youth 18-35. Additionally, this assessment identified leading geographic regions and public-private partnerships investing in the expansion of youth economic opportunities. Both assessments brought forth the PYD youth engagement element, in engaging youth as key voices alongside traditional economic players such as large-scale employers, financial institutions, and training centers. The recommendations from both assessments callout a need for integrating elements of PYD into youth economic engagement programming. Specifically, the reports focus on the need for crosscutting skills building (financial management, digital literacy, and employment and self-employment related soft and technical skills), relationship building with peers and mentors, access to youth-friendly services, and engagement within their local economic community. The assessment recommendations note that both formal (technical and vocational training institutions) and informal youth education programs are aligned to provide an integrated approach to implementing youth economic engagement programming. This flash talk will highlight key findings from the research studies and linkages to PYD programming that are relevant for educational institutions (formal and informal) and policy makers.

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