



Adolescent Lives: Cross-disciplinary, cross-national and critical perspectives on youth and wellbeing

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Book of Abstracts

Poverty, inequalities and wellbeing

Changing Trends in young people's self-reported food behaviour and wellbeing in England in relation to family affluence between 2005 and 2014

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Research shows that healthy eating improves current and long-term outcomes for children and that inequalities in diet and nutrition are socially determined. However, little is known about how associations between household income and the diet intake of children and young people may be changing over time. We carried out descriptive analysis of the Health Behaviour in School-Aged Children survey data for England for 2005, 2009 and 2014 to examine how consumption of breakfast, fruit, vegetables and soft drinks compares for young people aged 11-15 years by family affluence (FAS), gender and wellbeing measures, and how this changes over time. The results show young people in the low FAS group generally reporting less healthy eating behaviours compared to the medium/high FAS group and differences by gender such as more soft/sugary drink consumption and lower consumption of fruit and vegetables for boys. Young people in the low FAS group also tend to report lower ratings on other wellbeing measures examined. There is evidence of a 'closing gap' between the low FAS and higher FAS groups over time for some reported behaviours, with some of this explained by an increase in healthier eating among the lower FAS group but also a fall and levelling off among the higher FAS group. While the patterns are complex to interpret they suggest some potentially positive effects of policies seeking to address poor diets and dietary inequalities as well as some cause for concern given the UK context of fluctuating food prices and continuing economic 'austerity'.

The research leading to these results has been undertaken as part of an international study of Families and Food in Hard Times (foodinhardtimes.org) which has received funding from the European Research Council under the European Union's Seventh Framework Programme (FP7/2007-2013) /ERC grant agreement n° 337977.

Multidimensional poverty among adolescents in 38 countries: Evidence from the health behaviour in school-aged children (HBSC) 2013/14 Study

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This study applied UNICEF's Multiple Overlapping Deprivation Analysis (MODA) framework to adolescents (aged 11, 13 and 15) in 37 European countries and Canada using data from the 2013/14 Health Behaviour in School-aged Children survey. It is one of the first applications of MODA based entirely on data collected from adolescents themselves rather than from household reference persons on their behalf. Unlike most other multidimensional child poverty studies, the present analysis focuses on non-material, relational aspects of child poverty. Substantial cross-country variation was found in the prevalence of adolescent deprivations in nutrition, perceived health, school environment, protection from peer violence, family environment and information access. These single dimensions of poverty did not closely relate to national wealth and income inequality. However, when we looked at deprivation in three or more dimensions (i.e., multidimensional poverty), we found association with income inequality. In most countries, girls were at a higher risk of multidimensional poverty than boys. In addition, adolescents who lived with both parents in the household or reported higher family wealth were consistently less poor than other adolescents, in both single and multiple dimensions. The results of this study show the interconnectedness of social (family, school support) and psychological (health and violence) dimensions of poverty for adolescents in higher income countries. Children poor in the domains of family and school environment are also likely to be poor in terms of perceived health and protection from peer violence.

Socioeconomic inequalities in underweight adolescents: A cross-national comparison

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The relation between socio-economic status (SES) and overweight has been researched extensively. Even though underweight poses a similar risk to health as overweight less scientific attention has been paid to the relation between SES and underweight. This is all the more surprising considering a prevalence of underweight between 5-20% across Europe (Lazzeri et al., 2014). With evolving welfare states and high overall living standards, there is little concern or evidence, that material deprivation is linked to the prevalence of underweight in affluent countries. There is, however, some evidence that adolescents with high SES have higher risks of being underweight in Spain and Germany (Martinez-Vizcaino et al., 2015; Mikolajczyk & Richter, 2008). This could be an indication, that SES linked health related habitus,

beliefs or norms might influence the risk of underweight via psycho-social and cultural-behavioural pathways. Using data on height and weight gathered in the Health Behaviour in School-aged Children study (Inchley et al., 2016) and classified according to the International Obesity Task Force body mass index cut-offs for thinness (Cole et al., 2012), this study analyses whether there are differences in the risk of underweight related to SES in European countries and whether these are patterned according to levels of overall affluence, levels of income inequality or geographical groups of countries. Preliminary results from Luxembourg show a positive association between underweight and SES, but results are expected to vary across Europe. The identified international patterns will be discussed with reference to international findings on country level differences in the association of SES and adolescent health.

Health inequalities faced by young people – A complex picture

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Health inequalities occur across the lifespan. The period between 10-24 is critical in confirming and extending inequalities that then last a lifetime. However, patterns of inequalities for this age group are rarely considered separately from those for younger children or older adults. The aim of the study was to identify and draw attention to inequalities faced specifically by young people.

Methods: We use publically available UK datasets that draw on significant sample sizes, provide generalizable data on young people and use reliable survey instruments. The study showed inequalities relate both to income deprivation and also to particular living circumstances of some groups of marginalised young people. Those living in the most deprived areas are 3.7x more likely to be killed or seriously injured on roads, 2x more likely to be obese, 2x more likely to smoke regularly, 2x times more likely to be admitted to hospital, and 2x more likely to have a teen pregnancy when compared to those in the areas of least deprivation. Young carers, looked after young people, lesbian, gay, bisexual and transgender youth are all at risk of inequalities in outcomes. In addition, inequalities compound in marginalised young people who may fall into several categories of risk, making the health of these groups of young people significantly worse.

Young people aged 10-24 face a particular pattern of health inequalities relating to their life stage, many of which could be tackled with public health initiatives. Multi-sector policy recommendations need to focus on these vulnerable groups in order to reduce health inequalities.

Youth wellbeing in times of social change

Young people's perceptions of 'peace' in conflict-affected context of Pakistan

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This paper examines what 'peace' means for the youth in Pakistan. The discourse around youth's vital role in positively transforming conflict situations and building peace emerged in Pakistan in the wake of 9/11. Whilst Pakistani youth are seen by some as some of the main victims of current conflict, others perceive them as the most likely social group to use violence as a means of resolving problems. Youth are often seen as disengaged and alienated from the rest of society, as well as playing a limited role in peace-building. However, by others, they are viewed as assets, resources, and 'agents of peace', and as having the capacity to prevent and resolve conflict to create lasting and sustainable peace. Since 9/11, national and international actors have introduced numerous small- and large-scale, formal and non-formal, educational initiatives in Pakistan, focusing on youth agency to build peace.

The study draws upon data collected as part of the UNICEF Research Consortium on Education and in the conflict-affected city of Karachi, which is the largest city of Pakistan, and is popularly known as 'mini Pakistan'. Karachi has the highest annual homicide rate among the world's 13 largest cities. Participants were included from a spectrum of socio-economic backgrounds (from marginalised to politically active; from out of school to elite and highly educated), as well as ethnolinguistic (Pakhtun, Sindhi, Punjabi, Mohajir, Baloch, and Hindko), and religious (Shi'a, Sunni, Hindu, and Christian) backgrounds. Altogether 62 (32 female and 30 male) youth, 21 teachers/facilitators and 26 stakeholders representing a range of civil society, academia, media, labour, sport, minorities, vocational, economy, gender, and human rights, participated in the study. Four different settings were selected: conflict-affected, deprived, lower-middle class, and socio-economically privileged. A qualitative research approach was used, including semi-structured interviews and focus group discussion. Young Pakistanis viewed 'peace' as a multi-faceted phenomenon. Their responses to what 'peace' meant to them could be broadly categorised as both: the 'negative peace' (absence of direct violence) and the 'positive peace' (equality and justice). The paper argues that the participants' view of peace tends to be marginalised in peacebuilding interventions in favour of the donors' perspectives. The paper makes a case for considering priorities of the young people and addressing institutional and systemic causes of conflict and violence.

Psychosocial support and wellbeing for Syrian children in the Middle East

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Psychosocial support (PSS) programs aim to enhance the capacity of refugees and their families to engage with their circumstances in order to improve their wellbeing. These programs often fail, however, to consider the multidimensional aspects of wellbeing. Institutional, organisational, and contextual barriers to implementation can undermine the effectiveness of PSS practice in displacement settings. This Save the Children case study maps PSS and child protection programs for children in educational settings in the Middle East, examining how practitioners frame the idea of wellbeing, and how they tackle this issue.

To help identify understandings in emergency and displaced settings, the case study explores the current influence of contextual factors – national government policies, formal and informal service provision, and refugee and host community culture and values – on the wellbeing of Syrian refugee children in the Middle East. The study examines how PSS and child protection programs engage with these contextual factors in policy and practice, basing findings on the grey literature and qualitative interviews conducted with local and international aid workers in the region. It asks if and how humanitarian programs in the Middle East coordinate to address the root causes of psychosocial issues for children. Initial research carried out in Jordan will be extended to other parts of the Middle East in the coming months, with an expected publication date in early December.

Youth, dialogue and reconciliation in Cote d'Ivoire: Implications for wellbeing from the political sphere

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This research considers the role of dialogue in what are characterised as ‘street discussion spaces’ in Abidjan, Côte d’Ivoire. These often youth-led spaces emerged during the political crises that gripped the country from the early 1990s until 2011, providing sites to discuss current affairs and seek up-to-date information. Drawing from the dialogic perspectives of Paulo Freire and Martin Buber, I first argue that a humanising concept of dialogue inherently relates to wellbeing particularly in conflict affected spaces. Then, qualitative data from a study conducted in Cote d’Ivoire in August-December 2014 highlights how youth seek wellbeing in their daily lives in the face of a failed national justice process. In particular, the spaces provide a means of self-expression, political affiliation and socio-emotional support that enhanced wellbeing. However, the participant’s overwhelming belief in the absence of reconciliation and peace on a national level indicated the limitations of this participation in a national dialogue process.

Adolescent and insecurity regimes: how do adolescents understand their place in a changing social and political order?

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Adolescence is increasingly recognised as pivotal in the life course, in part because of the physical transformations brought about by puberty – which are considered second only to those experienced in infancy and early childhood in terms of their scope and speed – and in part because of the ways in which children’s place in the family and broader community shifts as they approach maturity. In most contexts, adolescents progress from the relatively small, family-based world of childhood into a wider world of peers, processes of individual and group identity and in some cases politics. In areas characterised by what Gough (2013) terms ‘insecurity regimes’, including conflict-affected geographies and camps for displaced people or refugees, adolescents face distinct and overlapping risks and vulnerabilities, especially when state and social institutions are non-functional or severely compromised. The factors which shape how adolescent boys and girls in conflict-affected communities cope with and respond to their environment and the ways in which they understand their place in a changing social and political order remain poorly understood and it is to this evidence lacunae that our research seeks to contribute.

Motivating the paper is a shared view that only with a more nuanced understanding of adolescent experiences and perceptions will it be possible to shape evidence-informed policy and programmatic action to support adolescent voice and agency and their broader psycho-social wellbeing so pivotal to healthy transitions into young adulthood.

This paper draws on qualitative research in four distinct but conflict-affected geographies in Ethiopia, Bangladesh, Jordan and Gaza with approximately 400 early (10-12 years), mid (13-15) and older (16-19) adolescent girls and boys, their peers and caregivers in 2016 and 2017. The data collection is part of the new DFID-funded multi-country Gender and Adolescence: Global Evidence longitudinal policy research programme which aims to better understand what works to enhance adolescent development trajectories, including among the most marginalised cohorts, in diverse LMICs.

The role of schools in adolescent wellbeing

Young people, school engagement and perceptions of support: A mixed methods, longitudinal analysis

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In the UK, there is growing concern about the number of young people NEET (Not in Education, Employment or Training) and those 'churning' (Furlong 2006) between low paid, insecure apprenticeships and jobs, unpaid voluntary work, periods of unemployment, and never-ending training courses without clear employment opportunities in sight (Mawn et al, 2017). School (dis)engagement has been identified as a useful concept for identifying students most at-risk of experiencing poor academic outcomes (Fredricks et al., 2004). In this paper we explore school (dis)engagement and examine the key factors that may encourage young people to remain engaged in education. The paper draws on mixed longitudinal methods, including data from a large survey undertaken in schools, as well as data from repeat, in-depth interviews, undertaken as part of the RESL.eu project (funded by the European Community's Seventh Framework Programme under grant agreement n° SSH-CT-2011-1-320223).

Our statistical analysis of the large school-based survey, indicates a strong correlation between young people's school engagement and perceptions of support especially from teachers and parents, and to a lesser extent peers. We use the qualitative data to further explore young people's perceptions of support inhering in their networks, how these change over time and may impact upon a general sense of well-being, being cared for, and on school (dis)engagement. In so doing we contribute to understanding the interplay between social networks, perceived support and school engagement.

Wellbeing in the schools: Adolescents' views on the key aspects of connectedness with teachers

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Schools are fundamental settings for adolescent wellbeing, and positive student-teacher relationships are considered an important health asset in this developmental stage. However, despite the emphasis on the need to recognize young people as central actors in any actions

aimed at improving their wellbeing, few studies have focused on adolescents' views on the key aspects of connectedness with teachers. As part of the EU funded Teacher Connectedness Project "Well-being among European youth: The contribution of student-teacher relationships in the secondary-school population", we designed a qualitative study to get a deeper understanding of this topic. Specifically, we conducted focus groups with students aged 11 to 18 years recruited from a variety of local schools in England and in Spain. A topic guide was designed to cover student-teacher relationships in an exploratory way, in which young people's narratives were prioritized, and it was used to facilitate the focus groups, which lasted approximately 50 minutes each. Thematic analyses revealed three central themes on relationships with teachers that can be linked to adolescent students' connectedness in their relationships with specific teachers. These included students' perceptions that teachers knew them and respected them as a person, teachers' empathy and ability to understand students' perspectives, and availability of teachers as support figures willing to help students with any problems. Future research and interventions should pay attention to these key features in student-teacher relationships.

Perceived schoolwork pressure and mental well-being among Scottish school-aged children: the role of social support

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Recent findings indicate that nowadays adolescents report poorer mental well-being outcomes compared to previous generations. One of the main drivers of poor mental health has been suggested to be the increased schoolwork pressure. The Health Behaviour in School-aged Children (HBSC) data has shown that one of the sharpest increases in the mental wellbeing complaints across more than 30 European countries has been registered in Scotland amongst the 15-year old group. Also, up to 80% of 15-year old Scottish adolescent girls indicate that they experience schoolwork pressure.

Based on these initial findings, the current work aims to investigate the role of social support (family, peer, teacher and classmates) in the relationship between perceived school pressure and mental well-being. Using the 2014 Scottish HBSC sample (N= 10,543) several moderation models were run, both overall and for each age (11, 13 and 15-year olds) and gender (boys, girls) combination, in order to investigate the aforementioned associations. Overall, perceived support from parents ($\beta=-1.41$), friends ($\beta=-0.04$), teachers ($\beta=0.08$) and classmates ($\beta=0.11$) acted as moderators. Specifically, we can see that parental support seem to be an important buffer only for older adolescent girls (13 and 15-year olds), whereas support from teachers seem to be an important buffer for the younger boys (11 and 13-year

olds). The discussions will try to explore possible explanations for the current results. Also, these results will be connected with possible implications for educational interventions and future research.

Understanding school-related, SOGIE-associated violence in challenging contexts - generating new knowledge for advocacy and programming

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UCL-IOE

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Through a participatory workshop approach, this study aimed to learn from research participants (aged between 18 and 30) and civil society practitioners about school-related violence associated with SOGIE (sexual orientation and gender identity expression) and its impact on young people's wellbeing.

The workshops took place in Kenya, Uganda and London, each set of participants presenting their own challenges with regard to addressing SOGIE-associated harms. While themselves over 18 for ethical reasons, participants were asked to identify experiences of school-related violence, and actions to prevent and avoid such violence. This presentation focuses a number of key themes emerging from participants' accounts: differences in the purposes of schooling; scrutiny, judgement, punishment and correction; same-sex sexuality as mutable/changeable through interventions; putatively safe spaces/places; impossible and potential forms of support.

We consider ways that a university in a high-income context, working with civil society groups, and learning from the perspectives of research participants, can find opportunities to respond to school-related violence associated with SOGIE in situations where the broader political context and formal educational provision often promotes harm rather than wellbeing.

The impact of digital technologies on adolescent wellbeing

Nothing tastes as good as skinny feels

Emma Bond

University of Suffolk

Concerns over young people's relationship with social media and their mental health are increasingly appearing in both academic discourse and media headlines. Now illegal in France, pro-anorexia (pro-ana) and pro-eating disorder (pro-ED) content online has attracted both academic and media attention yet little political action in the UK. This paper presents findings from two research projects undertaken in 2012 and 2017 in relation to young people's use of pro-ana and pro-ED disorder content online. It critically considers the appropriateness of responses to criminalise the sites and argues that the wider social harms around ultra-thin bodies in mainstream fashion media are being overlooked in the pro-debate. Furthermore, by only viewing the problem as an online one, the dearth of effective support and positive mental health interventions for young people in the UK is unhelpfully ignored. Therefore, rather than focusing the debate on whether or not to criminalise the sites, it may be more helpful to consider why people, mainly young people, set them up and use them in the first place. However, the voices of the young people who have an eating disorder and actively use pro-ana content are seldom heard in this debate. Rather than demonising these young people, we need a better understanding of eating disorders and the lived realities of those young people who engage with these vibrant and highly active global communities.

The Impact of digital technologies and social media on the lives and well-being of children and young people

Faith Gordon

University of Westminster

As research demonstrates, increasing numbers of children throughout the world are relying on the digital world's tools and platforms to learn, engage, socialise, participate and play. The digital age offers many positive opportunities for the current generation of children and young people, for example it provides many with the opportunity to develop a greater understanding of their rights and an awareness of when their rights are breached (Gordon, 2017). That said, there are also significant risks posed by the internet and social networking sites (ibid) and as a recent UNICEF report documents, these include the violation of children's rights to privacy and best interests/safety (Third et al., 2014). Drawing upon ten years of empirical research with over 200 children and young people, this paper will refer to two case studies, both of which explore the impact of digital technologies and social media on the lives and well-being of children and young people who are

navigating living in Northern Ireland, a post-conflict transitioning society. The first case study relates to journalists' use of children's and young people's social media content following bereavement by suicide. The second case study relates to paramilitary violence, punishment beatings and shootings of children and young people who had created their own forms of media to challenge mainstream media portrayals and stereotypes. The paper concludes by recognising that in the digital age, one significant task that socio-legal researchers are grappling with is the complexity of balancing children's digital participation with their protection and best interests.

A digital world for all?

Anna Grant

Carnegie UK Trust

Not all young people have basic digital skills, or feel part of our online world. Our new report: **A digital world for all?** explores the issue of digital inclusion for vulnerable young people. It presents evidence to challenge the 'digital native' narrative; provides a number of in-depth case studies of inspiring projects and offers a range of recommendations to help further develop innovative practice and policy in this area. The new report summarises the findings of the first phase of #NotWithoutMe, our digital inclusion programme for vulnerable young people in the UK and a number of the findings focused on the risk of using/not using technology or having appropriate skills and on the wellbeing opportunities of the online world.

Responding to adolescent risks: interventions, regulation and management strategies

Adolescents' multiple and individual risk behaviours: examining the link with excessive sugar consumption across 26 countries

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Widespread public opinion suggests a strong positive relationship between sugar consumption and involvement in risk behaviours among adolescents. Yet despite such beliefs and their subsequent policy implications, there have to date, been no cross-national studies using large representative samples of adolescents to test the relationship. The current study examines the relationship between excessive sugar consumption, in the form of sweets and chocolates and non-diet soft drinks and involvement in peer violence and substance use. It also examines whether any such relationship is independent from low socio-economic status (SES) and poor psychological well-being.

The study includes representative samples of 11, 13 and 15 year olds in 26 countries (N= 137, 284) using data from the Health Behaviours in School Aged Children (HBSC) 2013-14 study. The analysis involved multilevel logistic regression to predict involvement in both individual risk behaviours (physical fighting, bullying, cigarette use, alcohol use and drunkenness) and multiple risk.

Results show strong significant relationships between excessive sugar consumption and all risk behaviours in virtually all countries. There was also a significant relationship between poor psychological well-being and SES and risk in most countries. However, even following the addition of SES and psychological health, the relationship between sugar consumption and risk remained significant in the vast majority of countries for most risk variables. Findings suggest the importance of excessive sugar intake as a "red flag" for involvement in additional risk behaviours and the importance of policy initiatives limiting sugar intake of young people.

Association between Youth well-being and multiple health risk behaviour in What About Youth study (WAY)

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Adolescent well-being may be affected by multiple individual and contextual factors. However the key determinants of young people's well-being remain unclear, as few studies have examined a wide range of potential determinants whilst adjusting for personal or area-level deprivation. Understanding which malleable factors influence well-being can effectively guide policy interventions.

We used data from a very large population-based survey, the What About Youth study (WAY) involving 120,115 adolescents aged 15 years living within the 152 local authorities of England. Our measure of mental wellbeing was the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). Potential explanatory factors included risk behaviours, screen time, eating habits, reading, bullying, sleeping pattern, physical activity and area-level deprivation. We ran partially-adjusted and full-adjusted multilevel linear models for each explanatory factor, adjusting for ethnicity, personal deprivation and including a random effect for local authority. Models were run for males and females separately. The results showed that boys had a higher overall mean WEMWBS score than girls ($P < 0.0001$). There was minimal variance in well-being at the local authority level (0.002%), suggesting that variance in adolescent well-being lies largely at the individual, family or local level. In the multivariable model, each of multiple risk behaviours, eating habits, sleep, bullying, physical activity, screen time and reading behaviour were independently associated with mental wellbeing in both males and females ($P < 0.0001$ for both). The factors with the largest coefficients for well-being were sleep and eating behaviours in both sexes, with bullying, physical activity and screen time having smaller coefficients.

Our findings from cross-sectional data suggest that sleep and eating behaviours may be important policy targets for promoting adolescent well-being. A coherent policy framework to promote adolescent well-being needs to be multifaceted and consider a range of physical and mental health factors in young people's lives.

Self-regulation in adolescence: Implications for health, mental health, and academic performance

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UCL Great Ormond Street Institute of Child Health

Self-Regulation (SR) has been identified in the promotion of health, health behaviours and academic achievement (Duckworth, 2005). Given the role of SR in achievement and in-school behaviours including bullying and aggression, in conjunction with the emerging role of schools as drivers of health promotion, further investigation into the role of SR in health and education relevant outcomes and behaviour is warranted. While SR interventions have been shown to improve health and education outcomes, the role of schools and school-level factors in predicting SR is unclear.

1. To what extent does adolescent SR predict health and academic performance independent of key covariates (e.g. conduct problems, SES, gender)?
2. What is the role of SR in mediating the relationship between deprivation and academic performance and health?
3. What are the school-level predictors of SR?

Regression models of each outcome as predicted by SR will be fitted. We shall investigate mediation using the Baron and Kenny methodology comprising a series of regression analyses to estimate direct and indirect (mediated) effects. We shall fit appropriate regression models to identify school-level covariates which may predict SR.

Results will show that SR is significantly lower among deprived young people and SR mediates the relationship between deprivation and academic performance. No other mediating effects were identified. Also, school climate is associated with SR and explains 14.48% of the school-level variance in SR. Associations between SR and a range of school-relevant outcomes have been confirmed. Further, SR mediates associations between deprivation and attainment. SR has a particular role in academic attainment in schools with deprived or mixed SES

populations due to its potential role in reducing health inequalities. School climate predicts SR, suggesting that manipulating school climate could increase SR.

Use of cognitive reappraisal to regulate emotion in adolescence

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Adolescence is a key time for the emergence of internalizing and externalizing psychopathologies associated with poor emotion regulation, including depression, anxiety and conduct disorder (Kessler et al., 2005). Cognitive reappraisal refers to a deliberate strategy of reframing emotion-inducing situations in order to change their emotional impact. Self-reported reappraisal use in everyday life is associated with multiple indices of psychological wellbeing in adults (John & Gross, 2004). However, evidence on the development of cognitive reappraisal during adolescence has been mixed. Experimental studies suggest that the efficacy of using this strategy when instructed may improve from ages 10-16 (Silvers et al., 2012). However, self-report studies suggest that its use in everyday life may actually decrease over a similar age range (9-15; Gullone et al., 2011). I will present cross-sectional and longitudinal data from a study combining experimental and self-report approaches in a much larger sample than has been used in prior experimental studies (N=358 adolescents aged 11-15 with a 10-month follow up at ages 12-16, plus a comparison group of 94 adults aged 20-24). Development in the ability to manage emotion during adolescence was seen largely via a decrease in reactivity rather than improved reappraisal efficacy. Instead, evidence of development in reappraisal efficacy was seen between late adolescence and adulthood, with adults better able to implement reappraisal when instructed. This prolonged developmental time course may have consequences for adolescent mental health, and raises the possibility that training targeted at improving cognitive reappraisal during adolescence may contribute towards improved prevention and outcomes.

Youth mental health – what can longitudinal data tell us?

Mental health and wellbeing in the Millennium Cohort Study

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Using data from the Millennium Cohort Study, we will report on the prevalence of mental ill-health through childhood, from age 3, and into early adolescence, age 14. We will focus on the transition of symptoms between age 11 and 14 years, a key transitional stage of pubertal development, coinciding also with the important move from primary to secondary school. We will present a range of relevant correlates of different transition experiences, including bullying, pubertal age, socio-economic position, family stability etc. We will also investigate correlates of both mental illness and wellbeing in adolescence, and thereby the extent to which these two concepts – often considered to be two ends of the same spectrum – overlap or differ.

From adolescence to early adulthood: longitudinal analysis of probable mental ill health

Morag Henderson

UCL Institute of Education

This analysis will make use of the new age 25 data from the Next Steps cohort of young people born in 1989/1990. This presentation will explore mental ill health longitudinally and will examine correlates of adolescent mental ill health (at age 14 and 16) and their association with mental ill health at age 25. It will also identify the correlates of recovery from adolescent mental ill health and explore what predicts prolonged incidence of mental ill health symptoms and 'recovery'. Moreover the question of how adolescent mental ill health is associated with social outcomes at age 25 will be answered, including labour market outcomes, life satisfaction, family formation and drug use.

Early childhood parenting type and adolescent mental health problems

Aase Villadesen

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Several factors have been shown to contribute the development of childhood and adolescent mental health problems. However, family environment and parenting are highlighted as especially influential, with the period of early childhood being regarded as formative years that continue to shape outcomes later in life. The well-known typology of parenting of Baumrind - authoritative, permissive, authoritarian, uninvolved - is based on configurations of high and low parental responsiveness and demandingness. The authoritative parenting type, characterised by high levels of warmth and high structure, is regarded as optimal in terms of child functioning. A number of previous studies have confirmed this; although these have largely examined concurrent or short-term associations between parenting types and child functioning. Very little is known about the relationship between parenting types and children's longer-term adjustment, which we study here. Using data from the Millennium Cohort Study we examine parenting types in early childhood (age 3) and their longitudinal prediction of mental health difficulties in early adolescence (age 14).

Researching youth wellbeing: Current challenges and Future Directions

Understanding the wellbeing of adolescents across Europe: the potential (challenges) of a pan-European longitudinal survey

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Longitudinal surveys have the ability to capture transitions and patterns of change over time. They can, for instance, compile unbiased information about adolescents' expectations and compare them with outcomes collected at a later stage. They can also contribute to disentangling different facets of young people's life and clarifying their connection. A pan-European longitudinal survey would offer the additional benefit of enhancing the understanding of how context, and more particularly policy, influences adolescents' wellbeing. Still, implementation a cross-national longitudinal survey would prove incredibly complex. Challenges are linked to the longitudinal nature of the survey (i.e. design and attrition), its international and cross-cultural component (i.e. translation and comparison), as well as children and young people being the unit of observation (i.e. ethics and participation). This paper draws on a feasibility study of a European longitudinal survey about children and young people's wellbeing, which was sensitive to both scientific and policy imperatives. Recommendations on

how to best engage adolescents in long-term research are based on interviews and focus groups with 440 children and young people across 11 countries, as well as the review of 65 surveys (European and world wide longitudinal surveys and key European cross-sectional surveys).

Using participatory video with youth with mental illness to foster recovery and reduce stigma: Results from a Canadian study

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Participatory Video (PV) is an innovative approach whereby a group of marginalized people create documentary-type videos about issues affecting them. These videos are then shown to target groups (with panel discussion) to raise awareness and catalyze change. The aim of this study was to form a PV workgroup of youth with mental illness and examine (i) implementation success; (ii) effect on participants' recovery; and (iii) impact on viewers.

We formed a workgroup of youth with mental illness, which was trained in filming, production and editing. The workgroup was instructed to produce short documentaries to raise awareness and reduce stigma, and then organize screenings to target groups. Researchers observed the group for two-years using ethnographic methods, and conducted interviews with participants to assess subjective impact. Viewers completed evaluation surveys after screenings.

The workgroup successfully created seven videos over two-years, focusing on issues such as resilience, healing and recovery. So far, the workgroup has organized a total of 10 screenings to audiences including (i) health care providers; (ii) students and teachers; and (iii) the general public (including parents). Youth reported that participation positively influenced recovery through empowerment, peer-support and skill-acquisition. Evaluations indicate that videos successfully raised awareness and reduced viewer stigma.

Results suggest that PV can be successfully implemented in youth with mental illness. PV workgroup participation appears to foster recovery, and the resultant videos raise awareness and reduce stigma. As such, PV should be considered a powerful anti-stigma and pro-recovery intervention for youth with mental illness.

Where is the evidence on adolescent well-being?: An Evidence Gap Map on focusing on protection, participation and financial and material well-being in low- and middle-income countries

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In order to deliver effective programmes and policies for adolescents, international development agencies need evidence on “what works” to improve adolescent well-being. Evidence gap maps (EGMs) are relatively new mapping tools designed to help inform research, policy and practice about where evidence is strong and where gaps exist. This paper presents the main findings from an EGM on adolescent well-being in low- and middle-income countries. Focusing on interventions and outcomes in the domains of protection, participation and financial and material well-being, the EGM maps evidence from experimental and quasi-experimental impact evaluations and systematic reviews published from 2000 to mid-2017. 74 studies (71 impact evaluations and 3 systematic reviews) met the inclusion criteria and are mapped in the EGM. Most interventions were administered to individuals and households, with less evidence on interventions operating at the group and community level, and almost no evidence at policy and institutional levels. The largest evidence cluster was on interventions that provided financial support to individuals and households, followed by the impact of socio-emotional learning and life-skills on adolescent protection, and psycho-social support. Several evidence gaps were also identified: there were no evaluated interventions on the use of ICT by adolescents; limited evidence on legal norms or access to services was found; and service capacity was not measured as an outcome in any included study. The presentation will include a demonstration of the online EGM, outline interesting features of the evidence base, and fruitful areas for future primary research and synthesis.

Surveying the oversurveilled – Conducting and analysing questionnaires on well-being of marginalised young adults

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Young people’s well-being is under relentless interest of authorities and policy makers and, thus, repeatedly measured both on national and regional level. Measurements are executed throughout young people’s educational trajectories in particular but in line with the concern over youth marginalisation young adults not in education or employment are increasingly being studied and surveyed. Filling in questionnaires has become a routine activity included in various welfare services, and manifold research and development projects target

the very same young adults. Producing data on the marginalised may mean that respondents are exposed to questions that reflect the dominant assumptions on well-being and good life. Thus, while knowledge production may aim to be value-free, surveys can evoke various reactions among respondents from disempowerment to amusement. In some cases, setting frames for a desirable state of well-being can function as a normative and categorising force for young adults in marginal positions. In this paper we draw upon a study focusing on well-being of 16-29 year old clients of targeted youth services in three cities in Finland. The well-being of the respondents was surveyed by using an extensive questionnaire that included scales related e.g. to the quality of life and loneliness. The questionnaires were filled in in a supervised setting and the discussions between the respondent and a researcher form a qualitative data set that is used to contextualise the survey data. Thus, in this paper we aim first to give an overview of the well-being of young adults not in education or employment and second, focus on such notions as reliability and ask what types of repercussions conventional quantitative research settings may have for marginalised, oversurveilled young adults.