

## **Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project**

**Edited by Dagmar Strohmeier and Harriet Tenenbaum**  
**Editor: Taylor & Francis**

### **Time Table:**

First draft of book chapters to Dagmar & Harriet: September 30, 2017  
 Feedback on the chapters from Dagmar & Harriet: November 15, 2017  
 Revised book chapters to Dagmar & Harriet: January 15, 2018  
 Book chapters are sent to external experts to write the commentaries: at latest January 15 2018, earlier if possible  
 Commentaries to Dagmar & Harriet: March 15, 2018  
 Book is ready May 1, 2018

### **1. Overview**

The Europe 2038 Project is a multinational research project funded by the Europe for Citizens programme 2014-2020; Strand2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015. The project investigated visions and worries of young people aged 16 to 25 years regarding the future of Europe. A mixed method study was conducted in seven European countries: Albania, Austria, Germany, Italy, Romania, Spain, and the UK. Based on qualitative interviews that were conducted with approximately 100 young people located in these seven countries, a comprehensive list of future visions and worries was developed and integrated in a large scale Pan-European quantitative survey. In addition, a large number of other variables were included in the survey.

#### **The aims of this book are:**

- To understand the visions and worries of young people living in seven European countries
- To understand young peoples' endorsement of multiculturalism, diversity, European identity, human rights, and political participation
- To understand how visions and worries are associated with young peoples' endorsement of multiculturalism, diversity, European identity, human rights, and political participation
- To understand cross-national differences regarding the visions and worries of young people living in seven European countries
- To formulate recommendations for policy and practice based on the empirical findings

#### **2. The proposed contents of the book are:**

*Contents*

*Notes on the Contributors*

*Preface*

#### ***Part 1: Introduction (5000 words)***

Chapter 1 by Dagmar Strohmeier and Harriet Tenenbaum introducing the Europe 2038 project

***Part 2: Country Level Findings (5000-7500 words)***

Chapter 2 by Edmond Dragoti and Rudina Rama (Albania): Europe 2038: Visions and Worries of Young Albanians

Chapter 3 by Dagmar Strohmeier (Austria): Visions and Worries of Adolescents and Young Adults for the Future of Europe in Austria: The Importance of Social Exclusion Experiences

Chapter 4 by Detlef Urhane (Germany): Gender and Educational Differences in the Hopes, Fears, and Visions of Young Germans

Chapter 5 by Simona C. S. Caravita, Angela Mazzone, & Elisa Donghi (Italy): Future of Europe and European Identity: The Views of Italian Adolescents and Young Adults

Chapter 6 by Carmen Bora, Gabi Roseanu, & Simona Trip (Romania): European Identity Issues and Attitudes related to Romanian Youths' View on Europe 2038

Chapter 7 by Rosario Ortega-Ruiz, Carmen Viejo y Mercedes Gómez-López (Spain): Europe-2038: The Voice of Spanish Youth

Chapter 8 by Harriet Tenenbaum, Chris Fife-Shaw, & Martyn Barrett (UK): What predicts British young people's views of Europe?

These eight chapters will report empirical findings of one country and they will follow a journal article style. Country specific background information and implications for policy and practice will be included in the chapter.

***Part 3: Cross National Findings (5000-7500 words)***

Chapter 9 by Dagmar Strohmeier: Political Participation and Psychological Engagement for the European Union: The Importance of Visions and Worries for the Future of Europe

Chapter 10 by Carmen Bora, Gabi Roseanu, & Simona Trip: How could young people's belief systems influence the future of Europe?

These two chapters will report empirical findings of seven countries and they will follow a journal article style.

***Part 4: Commentaries (2000 words)***

Chapter 11 by Erik Amná (Sweden) – agreed

Chapter 12 by Peter Noack (Germany) - agreed

Chapter 13 by Isabel Menezes (Portugal) - agreed

Chapter 14 by Xenia Chrysochoou (Greece) - agreed

***Part 5: Evidence-based recommendations for policy, practice and intervention (2000 words)***

Chapter 13 by Dagmar Strohmeier and Martyn Barrett on the recommendations for policy, practice, and intervention that emerged from the Europe 2038 project

***Name index***

***Subject index***

***Academic affiliations of the contributors (first author contributors only)***

**3. Readership**

The principal readership of this book is likely to consist of academic researchers in the disciplines of Psychology, Social Work, Politics, Sociology, Social Policy, and Education.

In addition, the book will be useful for teachers of, and students taking, advanced level undergraduate courses and Masters level courses. However, because the book will be relatively specialised, it is most likely to be recommended as supplementary reading rather than as a course text when used for teaching purposes, in all disciplines.

#### **4. Competing titles and marketing**

We believe that this book will have a highly distinctive orientation and status which will help to set it apart from all other books which are currently on the market in this field. This book will be highly distinctive and visible for four main reasons. First, the visions and worries for a future Europe – Europe 2038 – were investigated among young persons aged 16 to 25 years. Second, these young persons were located in seven different European countries. Third, many of the authors (see section 2 above) are highly distinguished scholars who are extremely active and productive within their own disciplines; indeed, several have an international status and reputation within their own research communities. As such, their contributions will be viewed as being exceptionally authoritative.

We believe that there is no comparable title on the market at the present time.

#### **5. Preliminary Time Table**

If this book is commissioned by the mid of 2017, we would anticipate that the authors of the main chapters would need until the end of September 2017 to write the first drafts of their chapters. Editorial feedback would be provided before by the end of 2017, with final versions of chapters, and the four final discussion chapters, being produced the beginning of 2018. The final manuscript of the book will then be delivered to the publisher before the summer 2018.

Contributors will be instructed that each chapter should not exceed 7,500 words in length. Total book length is likely to be approximately 50,000 – 75,000 words (approximately 150-200 pages).

We do not anticipate that the book will contain any photographs, but it is likely to contain 10 figures and 50 tables in total.

## 6. The abstracts

### **Part 2: Country Level Findings (5000-7500 words)**

#### **Edmond Dragoti and Rudina Rama (Albania)**

##### **Europe 2038: Visions and worries of young Albanians**

We examined the visions and worries of young Albanians regarding the future of Europe. What worries young people the most? What is important to them? What are their priorities for Europe 2038? Do they engage with European institutions? An online survey was distributed via Facebook to young Albanians (n = 181). The majority of respondents reported that their top five priorities were being healthy, having a job, being happy, having a good education, and having a happy private relationship. They placed little importance on materialistic goals, such as having a nice car, a house, and a lot of money. Respondents were mostly worried about terrorism, unemployment, corruption, poverty, and injustice. In setting their priorities for Europe 2038, respondents suggested focusing on employment, health care, education, the economy, and human rights. There was a strong relationship between present worries and future visions. Respondents were more likely to follow news about the European Union and discuss issues regarding the European Union with friends rather than write emails or letters to European Union officials. In addition, they reported higher levels of trust in the European Union than in the national government and the local government. Women, compared to men, reported lower levels of trust. Findings provide several insights into the visions and worries of youth in a context characterized by high levels of youth unemployment and inequality, and poor enforcement of the rule of law.

#### **Dagmar Strohmeier (Austria)**

##### **Visions and Worries of Adolescents and Young Adults for the Future of Europe: The Importance of Social Exclusion Experiences**

The main hypothesis of the present analyses is that daily exclusion and discrimination experiences will translate into future expectations. Specifically, we hypothesized that (1) young people who experience more exclusion in different domains of life, will have more worries regarding Europe 2038 and (2) young people who experience more exclusion in different domains of life, will have less positive visions regarding Europe 2038.

In total, 1348 young persons aged 16 to 25 years answered the online-survey in Austria. The young persons imagined that they were the head of the European Union and identified their TOP5 priorities for the future of Europe out of a list of 39 topics. The top priority was human rights, followed by education and security. In total, 68.3% of the young persons reported some kind of social exclusion and discrimination in school, 42.5% at work, 38.1% during their education. Young people with higher levels of exclusion experiences have more fears for the future of Europe. They are more afraid of terror, war and violence and price rises, poverty and unemployment. Independent of their self-reported exclusion experiences, all young people would equally prioritize social topics, human rights, environment and economy. However, young people with higher levels of exclusion experiences would prioritize migration and refugees less, but would prioritize the reduction of the EU more. Implications of these findings regarding the future policy priorities in Europe will be discussed.

#### **Detlef Urhane (Germany)**

##### **Gender and Educational Differences in the Hopes, Fears, and Visions of Young Germans**

Every person has something that drives him or her. Achievement motivation theory posits the hopes and fears of persons as the main sources of action. In addition, motivation research has shown that people's visions about the future are an important driving force. A research study within the frame of the EU project "Europe 2038 - Voice of the Youth" examined the extent to which gender and educational differences are reflected in the hopes, fears and future perspectives of young German people. The online survey included 380 Germans (59% female) between the ages of 16 and 25. The group of lower educational attainments (41%) graduated from school after 9 or 10 years, while the group with a higher level of education (59%) received at least 12 years of formal education. It was found that a good social environment was more important to female than male participants. Higher-educated people wanted happiness and health, family and security more than low-educated people. Women had greater fear of war and nationalism, violence and disease than men. Persons with high educational status saw war and nationalism as well as social inequalities as a greater threat than those with low educational status. Female participants emphasized more strongly questions of minority rights, future technologies and migration as male participants. Future technologies and migration were more important topics for people with higher education. The findings are discussed against the background of motivation theory and current social trends and changes in Europe.

**Simona C. S. Caravita, Angela Mazzone, & Elisa Donghi (Italy)**

**Future of Europe and European Identity: The Views of Italian Adolescents and Young Adults**

Europe is facing social and political challenges, economic crisis and a constant risk for terroristic attacks. This scenario seems to threaten the unity of the European Union and restore borders among the EU States. Based on the assumption that youths have a critical role for the future of the Europe, we investigated Italian youth's visions, fears and expectations about the EU and their own future as European citizens, by also comparing two age groups: adolescents (16-18 years) and young adults (19-25 years). We expected that young adults' expectations and worries were more related to career and family, whereas adolescents' priorities to ideals, such as human rights and education. Given that the identity-formation process is undergoing during adolescence, we expected that, in comparison to adolescents, young adults showed higher levels of identification with the EU and its values, and stronger associations of their European identity with openness to diversity, and valuing multiculturalism. Four hundred and eighty-seven adolescents and two hundred and ninety-three young adults answered the Europe 2038 survey in Italy. Overall, expectations and fears about the future of Europe were similar among adolescents and adults: Their main worries regarded terrorism and violence, but they also believed that Europe needs to set education and human rights as top priorities for its politics. Young adults identified with being European and EU values more than adolescents, and this identification was associated to higher openness to diversity. Furthermore, our data indicate that perceptions of efficacy may promote youths' identification with the EU values and youths' bond feelings towards people of other EU countries, thus suggesting relevant recommendations for the EU politics.

**Carmen Bora, Gabi Roseanu & Simona Trip (Romania)**

**European Identity issues and attitudes related to Romanian youths' view on Europe 2038**

This chapter presents Romanian youths' visions for their future and the future of Europe and offers an evidence-based perspective of their choices focusing on the influence of social axioms and European identity. The culture of a nation is represented by values, norms, and

social axioms, that explain individuals' day to day decisions and their visions for the future. Social axioms are defined by Leung and Bond (2008) as generalized beliefs about people, social and physical environment, and life events. The social axioms investigated in our study are beliefs related to efficacy (internal, external, collective), openness (to others, to diversity) and tolerance (frustration and ambiguity). Collective efficacy had an influence on youths' personal priority of being happy and human rights as a priority for the future of Europe. It also increased intention to vote in the 2019 European elections. Openness to other people means unconditional self and other acceptance. Youths' openness to diversity is related to worries like terrorism and nationalism in Europe. It also increases their civic behaviors as discussing issues regarding and visiting websites about the European Union. Intolerance of ambiguity is a belief that determine whether Romanian young people will vote in the 2019 European elections. Since 2007, Romania is part of the European Union, which has had a positive impact on many aspect of Romanians' life. Romanian young people have a strong identification with EU. Sense of belonging is feeling of belongingness and identification with the group which includes perception of shared boundaries, history and symbols; feeling of emotional safety and personal investment in the community. A high sense of belonging leads to a high focus on worries like increases in diseases, terrorism and corruption, violence and crime.

**Rosario Ortega-Ruiz, Carmen Viejo & Mercedes Gómez-López (Spain)**  
**Europe-2038: The Voice of the Spanish Youth**

The notion of youth as a social group is a recent creation (Britto, 2004) built on two dimensions: the social discipline from which the study is addressed and the social, economic, cultural, and political situation of the historical moment (Moreno, 2015). Different theoretical positions converge in understanding youth as a transitional stage of development, in which adolescents acquire the competences and skills necessary to join society in an adult role. There are several variables which influence this transition and which vary depending on the context in which a young person develops. In particular, current Spanish youth are involved in a financial crisis that has delayed the age for leaving parents' homes and increased unemployment levels (INJUVE, 2012). Results from the EUROPE 2038 project, involving 268 young people with a mean age of 20.72 years, confirm unemployment as one of the main worries of Spanish young people, only surpassed by terrorism. The research also shows, however, that Spanish youth's vision of their future is mostly positive. Their values focus on the fulfillment of human rights, attention to and respect for diversity, democracy, and justice. Young people rated happiness, health, and employment as their highest priorities for their own future and education as one of its key values. Spanish youth trust the European Union more than the national and local governments as reliable institution to overcome current challenges.

**Harriet Tenenbaum, Chris Fife-Shaw, & Martyn Barrett**  
**What predicts British young people's views of Europe?**

According to the Competences for Democratic Culture (Barrett, 2016), there are 20 competences needed for participation in a democratic culture. In our chapter, we test whether four of these competences (valuing human rights, valuing cultural diversity, valuing democracy, and valuing rule of law) as well as support for multiculturalism are related to wanting the UK to remain in the European Union. We examine how young people reasoned about the UK and its relations with the European Union in two studies with separate samples of 16- to 17-year-olds. First, we will examine differences in 167 young people aged 16 to 17 years who completed an online questionnaire. Of these young people, 73% wished the UK to remain in the European Union, which is similar to the pattern reported by the Lord Ashcroft

polls conducted of 18- to 25-year-old voters. Those who wished to remain scored more highly than those who did not wish to remain on valuing diversity and multi-culturalism. They also scored more highly on European identity solidarity (e.g., I feel a bond with Europeans), and were more likely to engage in actions that demonstrated civic engagement with the European Union (e.g., signing a petition related to the European Union) than those who did not wish to remain. No other differences were found on other scales. Second, we investigated 20 16- to 17-year-old's views of the European Union, whether they wanted the UK to remain, and their reasoning in qualitative interviews.

### **Part 3: Cross National Findings (5000-7500 words)**

**Dagmar Strohmeier**

#### **Political Participation and Psychological Engagement for the European Union: The Importance of Visions and Worries for the Future of Europe**

The chapter investigates whether the visions and worries for the future of Europe of young persons aged 16 to 25 years translate into conventional and non-conventional political participation and psychological engagement for the European Union. The main theoretical idea of the present study is that two mechanisms are driving participatory behavior for the European Union. To begin with, we assume that the content of the visions and worries of a future Europe matters. Second, we hypothesize that more generalized efficacy beliefs are important as well. A mixed method study was conducted in seven European countries: Albania, Austria, Germany, Italy, Romania, Spain and UK. Based on qualitative interviews which were conducted with approximately 50 young persons located in these seven countries, a comprehensive list of 39 future visions and 31 future worries was developed and integrated in a large scale Pan-European quantitative survey. Young people were also presented with validated scales to measure internal efficacy (= perceived knowledge regarding European topics), external efficacy (=perceived value of young people for decision makers in the European Union), collective efficacy (=perceived possibilities for young people to change something in the EU), conventional political participation (e.g., voting in the next EU elections), non-conventional political participation (e.g., signing petitions for European topics), and psychological engagement (e.g., following the news regarding European topics). Analyses revealed that the worries and visions predicted participatory behaviors differently. Most strikingly, conventional political participation (=future voting) was not associated with any worry or vision. It was also revealed that internal efficacy (= perceived knowledge regarding European topics) but not external or collective efficacy was moderately related with participatory behaviours. To summarize, the present study breaks innovative grounds to better understand some of the correlates for different kinds of political participation on the European level among a diverse range of young people located in seven European countries.

**Carmen Bora, Gabi Roseanu & Simona Trip**

#### **How do young people belief system could influence the future of Europe?**

According to cognitive theories (Beck, 1976; Ellis, 1962), cognitive factors have an important role in human experiences (e.g., decision making, interpersonal relationships, emotional and behavioural reactions, etc.). The development of these core meanings of human beings is influenced by environmental and cultural factors deeply ingrained into their personality. Rational, functional beliefs (preferences, moderate evaluation of badness, high frustration tolerance and unconditional self, other and world acceptance) are pragmatic, non-absolutistic, consistent with reality and flexible. The first purpose of this chapter is to emphasize the cultural differences regarding two types of functional beliefs of young people:

unconditional self/other acceptance and frustration tolerance. The second aim is to analyse the influence of these beliefs on European young peoples' decisions regarding their future in Europe. Regarding unconditional acceptance of human beings, Germany and Austria recorded the highest scores, followed by Albania and Spain. This means that young people from these countries accept that there are no good or bad people, only people who do good or bad things. The lowest values were observed for UK and Romania, Italy had average scores. In what concerns frustration tolerance, Albania recorded the highest level, followed by Austria, Germany and Spain. This means that these young people look for a comfortable and pleasurable life, immediate gratification, not willing to persist in difficult tasks, do not accept the fact that there are no guarantees in life and will not follow their goals without having certainties. At the other pole UK and Romania showed the lowest scores, Italy was in the middle. A high level of unconditional acceptance of human beings and a low level of frustration tolerance influence young European people to prioritize health and security in their countries for their future. For priorities like having a good education and being happy, a high level of unconditional acceptance of human beings is influential. A low level of frustration tolerance influence young people to prioritize being employed. These two beliefs are related to worries such as injustice, prejudice, discrimination and racism, and war in Europe; also with health care and freedom as visions for the future of Europe. A low level of frustration tolerance is associated with a high level of interest for security in the future and worries related to terrorism and violence and crime. Visions for the future like education and human rights are influenced by young people's high level of unconditional acceptance of human beings.

## 6. The editors

Brief CVs of the two editors are appended to this proposal.

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<b>Work Experience</b>		
Dates		February 2011 – to date
Occupation or position held		<b>Professor</b>
Name and address of employer		University of Applied Sciences Upper Austria, School of Applied Health/Social Sciences Garnisonstraße 21, 4020 Linz (Austria)
Dates		November 2006 – January 2011
Occupation or position held		<b>Assistant Professor</b>
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<b>Education and Training</b>		
Dates		June 2014
Title of qualification awarded		Habilitation ( <i>Venia legendi</i> degree in Psychology)
Name of organisation		University of Vienna (Austria)
Dates		April 2006
Title of qualification awarded		Ph. D. degree in Psychology
Name of organisation		University of Vienna (Austria)



Dates	March 2001
Title of qualification awarded	M. A. degree in Psychology
Name of organisation	University of Graz (Austria)
Dates	February 1996, February 1999
Title of qualification awarded	B. A. degree in Psychology (1996), B.A. degree in Philosophy and Oriental Sciences and Turkish language (1999)
Name of organisation	University of Graz (Austria)
<b>Funded Projects (Selection)</b>	<p><b>January 2016 – December 2017:</b> Jubilee Funds of the Austrian National Bank; title of project: Bullying in Multicultural Schools from a Social Network Perspective: Looking at Dyads and Groups, (PI: Dagmar Strohmeier), 102.570 Euro</p> <p><b>January 2016 – June 2017:</b> Europe for Citizens - Strand2: Democratic engagement and civic participation, 2.3: Civil Society Projects, title of project: Europe 2038 - Voice of the youth (PI: Dagmar Strohmeier), 150.000 Euro; <a href="http://www.europe2038.eu">www.europe2038.eu</a></p> <p><b>January 2012 – December 2016:</b> University of Applied Sciences Upper Austria: Platform for Intercultural Competencies (PI: Dagmar Strohmeier), EUR: 400.000.-; <a href="http://www.fh-ooe.at/interkulturell">www.fh-ooe.at/interkulturell</a></p> <p><b>Sept 2014 – Feb 2017:</b> Start-up Funding (Jacobs Foundation, Switzerland): Evidence Based Bullying Prevention in Turkey: Implementation and Evaluation of the ViSC Social Competence Program (PI: Aysun Dogan) EUR: 25.000 Euro</p> <p><b>January 2011 – December 2013:</b> WTZ Programm Österreich – Rumänien ; title of project: Improving the effectiveness of school based prevention programs to reduce aggressive behaviour in Romania and Austria (PI Austria: Dagmar Strohmeier, PI Romania: Simona Trip), EUR: 6.982.-</p> <p><b>January 2011 – December 2013:</b> Jubilee Funds of the Austrian National Bank; title of project: Intercultural Friendships among Youth in Multicultural Classes (PI Dagmar Strohmeier), EUR 96.165.-</p> <p><b>October 2009 – March 2011:</b> Young Researcher Grant (Jacobs Foundation, Switzerland): Development and Adaptation in Acculturating Youth: DAY Study (PI Austria: Dagmar Strohmeier, PI, Turkey: Aysun Dogan), EUR: 20.000 Euro</p> <p><b>May 2008 – November 2011:</b> Violence in Schools: Bullies and Victims. National Survey within the PISA Study 2009 (project leader together with Prof. Christiane Spiel and Prof. Alfred Schabmann, funded by the Austrian Ministry of Education); EUR: 75.000.-</p> <p><b>March 2008 – February 2011:</b> Fostering social competences in schools: Implementation of the ViSC program in schools, development of an in-school training program for teachers (project leader together with Prof. Christiane Spiel, funded by the Austrian Ministry of Education). EUR: 270.00.-</p>
<b>Appointments in Scientific Organizations</b>	<p>Since <b>May 2015:</b> Editorial Board of the open access journal SAGE online</p> <p>Since <b>January 2015:</b> Co-Editor of the European Journal of Developmental Psychology</p> <p>Since <b>September 2013:</b> Treasurer of the European Association of Developmental Psychology (EADP)</p> <p>Since <b>September 2011:</b> Member of the Executive Council of the European Association of Developmental Psychology (EADP)</p>
<b>Research Interests</b>	<p><b>Positive Youth Development:</b> Strengths-based school social work <a href="http://www.hsa-tool.at">www.hsa-tool.at</a></p> <p><b>Peer Relations among Youth:</b> Friendships and Bullying in Multicultural Schools</p> <p><b>ViSC Program:</b> Fostering social and intercultural competencies in schools <a href="http://www.univie.ac.at/wisk.psychologie/">http://www.univie.ac.at/wisk.psychologie/</a></p> <p><b>Intercultural Social Work:</b> Multilingual counseling; professional social work with refugees <a href="http://www.fh-ooe.at/interkulturalitaet">www.fh-ooe.at/interkulturalitaet</a></p>
<b>International Scholarships</b>	<b>Feb – June 2016:</b> Visiting Scientist (Fellowship) of the Scientific & Technological Research Council Of Turkey (TUBITAK), The Department Of Science Fellowships & Grant Programs (BIDEB), Ege University, Turkey (Prof. Dr. Aysun Dogan)

<b>Awards</b>	<p><b>May 2015:</b> Nominierung zum Forscherinnenaward des Landes Oberösterreich 2015 mit dem Projekt „Mobbing in multikulturellen Schulen“, 19.5.2015, <a href="http://www.ooe.forscherinnen-award.at">www.ooe.forscherinnen-award.at</a></p> <p><b>December 2012:</b> ForscherInnenpreis 2012 der Fachhochschule Oberösterreich</p>
<b>Organization of Conferences</b>	
<b>November 2015</b>	XX Workshop Aggression, University of Applied Sciences Upper Austria, Linz, 19.-21.11.2015
<b>April 2014</b>	International University Week (SocNet98 IUW) "Intercultural Social Work", 31.3.-4.4.2014, Linz
<b>Nov 2012</b>	Conference „Building Bridges through Education“, 19.-21.11.2012, Linz
<b>Oct 2009</b>	Interdisciplinary Workshop Migration: Soziale Integration – Soziokulturelle Räume – Wirtschaft – Sprache, 29.10.2009 (together with E. Scheibelhofer und K. Brizic)
<b>Dec 2008</b>	Poster Exhibition „JungwissenschaftlerInnen diskutieren ihre Forschung“, 4.12.2008 (together with Dorothea König, Birgit Leidenfrost, Elisabeth Lamplmayr, Claudia Oppenauer & Daniela Pfabigan)
<b>Jul 2008</b>	2nd Workshop on Multi-Cultural-Studies: Research collaboration between Kyoto University (Japan) and the University of Vienna, 10.7.2008.

### Publication Record

#### Peer Reviewed Journal Papers (last two years 2015-2017)

##### Submitted & Under Review

1. Caravita, S., Strohmeier, D., Di Blasio, P., & Salmivalli, C., (2016). Bullying immigrant versus non-immigrant peers: Participant roles are associated with moral disengagement in the two contexts.
2. Mazzone, A., Yanagida, T., Caravita, S., & Strohmeier, D. (2016, submitted). Moral emotions and moral disengagement: Concurrent and longitudinal associations with aggressive behavior among early adolescents. *Aggressive Behavior*.
3. Schiller, E.-M., Strohmeier, D., & Spiel, C. (2016, submitted). Theoretical framework, factorial structure and measurement invariance of the video game playing motives questionnaire (VGPM-Q) for preadolescents. *Communication Methods and Measures*, under review.
4. Tolsma, J., Yanagida, T., & Strohmeier, D. (2016). Inter- and intra-ethnic friendship and bully-victim relations in secondary school: The importance of the ethnicities of both pupils involved and the diversity of the class.
5. Yanagida, T., Grading, P., & Strohmeier, D. (2016, submitted). Measurement models for ordered-categorical indicators: A factor analytic approach for testing the level of measurement. *European Journal of Developmental Psychology*.
6. Grading, P., Strohmeier, D. & Spiel, C. (2016, accepted). Parents' and teachers' beliefs and attitudes for bullying and cyberbullying prevention: The relevance of the bullying involvement of their own children or students *Zeitschrift für Psychologie / Journal of Psychology*.
7. Strohmeier, D., Grading, P., & Wagner, P. (2016, accepted). Intercultural competence development among university students from a self-regulated learning perspective: Theoretical model and measurement. *Zeitschrift für Psychologie / Journal of Psychology*.
8. Yanagida, T., Strohmeier, D. & Spiel, C. (2016, online first). Dynamic Change of Aggressive Behavior and Victimization among Adolescents: Effectiveness of the ViSC Program. *Journal of Clinical Child and Adolescent Psychology*. doi: 10.1080/15374416.2016.1233498

##### 2016

9. Grading, P., Yanagida, T., Strohmeier, D., & Spiel, C. (2016). Effectiveness and Sustainability of the ViSC Social Competence Program to Prevent Cyberbullying and Cyber-Victimization: Class and Individual Level Moderators. *Aggressive Behavior*, 42, 181-193.
10. Solomontos-Kountouri, O. Grading, P., Yanagida, T., & Strohmeier, D. (2016). The implementation and evaluation of the ViSC Program in Cyprus: Challenges of cross-national dissemination and evaluation results. *European Journal of Developmental Psychology*, 13 (6), 737-755, DOI: 10.1080/17405629.2015.1136618
11. Spiel, C., Schober, B., & Strohmeier, D. (2016). Implementing Intervention Research into Public Policy—the „I3-Approach“. *Prevention Science*, DOI: 10.1007/s11121-016-0638-3

12. Wagner, P., Strohmeier, D. & Schober, B. (2016). Bildung-Psychology: Theory and practice of use inspired basic research, *European Journal of Developmental Psychology*, 13 (6), 625-635, DOI: 10.1080/17405629.2016.1230362
13. Yanagida, T., Gradinger, P., Strohmeier, D., Solomontos-Kountouri, O., Trip, Simone, & Bora, C. (2016). Cross-national prevalence of traditional bullying, traditional victimization, cyberbullying and cyber-victimization: Comparing single-item and multiple-item approaches of measurement. *International Journal of Developmental Science*, 10, 21-32, doi: 0.3233/DEV-150173

## 2015

14. Burger, C., Strohmeier, D., Spröber, N., Bauman, S. & Rigby, K. (2015). How teachers respond to school bullying: An examination of teachers' intervention strategy use, moderator effects, and concurrent use of multiple strategies. *Teaching and Teacher Education*, 51, 191-202, DOI: 10.1016/j.tate.2015.07.004.
15. Gradinger, P., Yanagida, T., Strohmeier, D., & Spiel, C. (2015). Prevention of cyberbullying and cybervictimization: Evaluation of the ViSC Social Competence Program. *Journal of School Violence*, 14 (1), 87-110, DOI: 10.1080/15388220.2014.963231
16. Hirtenlehner, H. & Strohmeier, D. (2015). Führen gewalthaltige Computerspiele zu eigenen Gewalthandlungen? Illustration einer wissenschaftlichen Kontroverse anhand einer Wiener Längsschnittstudie. *Monatsschrift für Kriminologie und Strafrechtsreform [Journal of Criminology and Penal Reform]*, 98 (5), 444-463.
17. Lemmer, G., Gollwitzer, M., Schiller, E.-M., Strohmeier, D., Banse, R., Spiel, C. (2015). On the psychometric properties of the Aggressiveness-IAT for children and adolescents. *Aggressive Behavior*, DOI: 10.1002/AB.21592.
18. Malti, T., Strohmeier, D., Killen, M. (2015). The impact of on-looker and including bystander behavior on judgments and emotions regarding peer exclusion. *British Journal of Developmental Psychology*, 33, 295-311, DOI:10.1111/bjdp.12090.
19. Stefanek, E., Strohmeier, D., & van de Schoot, R. (2015). Individual and class room predictors of same cultural friendship preferences in multicultural schools. *International Journal of Behavioral Development*, 39, 255-265, DOI: 10.1177/0165025414538556
20. Trip, S., Bora, C., Sipos-Gug, S., Tocai, I, Gradinger, P., Yanagida, T., & Strohmeier, D. (2015). Bullying prevention in schools by targeting cognitions, emotions and behaviour: Evaluating the effectiveness of the REBE-ViSC Program. *Journal of Counseling Psychology*, 62, 732-740. <http://dx.doi.org/10.1037/cou0000084>.

## Guest Editorials (last two years 2015-2017)

1. Strohmeier, D., Wagner, P. & Schober, B. (2016) Bildung-Psychology: Theory and practice of use-inspired basic research. *European Journal of Developmental Psychology*, Volume 13 (6).

**Curriculum Vitae**  
**Harriet R. Tenenbaum**

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Phone number: +44 (0) 1483 68 9442 Email: [h.tenenbaum@surrey.ac.uk](mailto:h.tenenbaum@surrey.ac.uk)  
Citizenship: USA and UK

**EDUCATION**

Postdoctoral Fellow     *Harvard University, USA*  
2000-2003                     Judge Baker Children's Center and the Graduate School of Education

Ph.D.                             *Department of Psychology, University of California at Santa Cruz, USA*  
2000                             Dissertation: Parent-child conversations about science: Socialization  
of gender inequities

B.A.                                 *Clark University, USA*  
1993                             Highest honors in Psychology, Magna Cum Laude  
Majors: Psychology and Spanish Literature

1992                                 *El Instituto Tandem, Spain*  
Study Abroad

**APPOINTMENTS**

2012-present     Reader  
*University of Surrey, UK*

2006-2012     Reader (2005-2006, Senior Lecturer)  
*Kingston University, UK*

August 2004     Visiting Researcher  
*University of the Western Cape, South Africa*

2003-2005     Assistant Professor of Psychology  
*Brooklyn College and the Graduate Center, City University of New York, USA*

2003-2004     Instructor, Department of Psychiatry  
*Harvard Medical School at the Judge Baker Children's Center, USA*

**RESEARCH INTERESTS**

- Children's understanding of equity with a focus on intergroup relations, discrimination, and rights
- Academic achievement, especially scientific development
- Emotion understanding in children

**GRANTS**

2016                     European Commission Strand 2, University of Surrey PI, "Europe 2038 - Voice of the youth" (€19,000 Surrey portion)

2014-17                 Leverhulme Trust, PI, "Children's Reasoning about Peer Rejection based on Status" (£171,625)

2011                     South West London Academic Network, PI, "Mentoring for Women in STEM" (£26,400)

2010                     British Academy, PI, "Children's Understanding of Gender" (£6,348)

2009                     Kingston University Teaching Fellow (£2250)

2008                     SRCD International Travel Award (\$500)

2008                     Nuffield Foundation, PI, "Adolescents' Reasoning about the Rights of Asylum-Seeking Children" (£6,600)

2008                     British Academy Grant, Co-Investigator, "Analogical Reasoning and Generalisation in Children's Science Explanations", PI: Professor Andrew Tolmie (£7,400)

2006                     British Academy Grant, PI, "The Influence of Explanatory Conversations on Children's Emotional Understanding" (£6,248)

- 2004 PSC-CUNY Research Award, “Parent-Child Course Selections” (\$4,900)  
 2004 Tow Faculty fellowship, “Parents’ and Children’s Thinking about Children’s Rights in Cape Town, South Africa” (\$4,350)  
 2002 Individual NRSA, “Parent-Child Conversations About Science” F32 HD42369-01 at the Harvard Graduate School of Education. Awarded by NICHD (NIH) (\$44,200).  
 1999 University of California Office of the President Dissertation Year Fellowship (\$14,000)  
 1999 Department of Psychology Dissertation Fellowship, UCSC (\$500)  
 1998 Vessa Notchev Fellowship, Graduate Women in Science Association (\$700)  
 1997 Teacher-Researcher Grant, University of California (\$2,000)

### HONOURS AND AWARD

- 2000-2002 Judge Baker Children’s Center, Harvard Medical School, Funded by a training grant to Drs. Stuart Hauser, Martha Shenton, and Robert McCarley  
 1999 Outstanding Psychology Teaching Assistant, UCSC  
 1993 Outstanding Undergraduate in Psychology and Spanish Literature, Clark University  
 1992 Fiat Lux Honor Society, Phi Beta Kappa, Clark University

### JOURNAL ARTICLES SINCE 2011

- Tenenbaum, H. R., Leman, P. J., & Aznar, A. (in press). Children’s reasoning about peer and school segregation in a diverse society *Journal of Community & Applied Social Psychology*.  
 To, C., Tenenbaum, H. R., and Hogh, H. (2017). Secondary school students’ reasoning about evolution. *Journal of Research in Science Teaching*, 54, 247-273.  
 Lindell, A. K., Tenenbaum, H. R., & Aznar, A. (2017). Left cheek bias for emotion perception, but not expression, is established in children aged 3 – 7 years. *Laterality: Asymmetries of Body, Brain and Cognition*, 22, 17-30.  
 To, C., Tenenbaum, H. R., & Wormald, D. (2016). What do parents and children talk about at a natural history museum? *Curator*, 59, 369-385.  
 Tenenbaum, H. R., & Hohenstein, J. M. (2016). Parent-child talk about the origins of living things. *Journal of Experimental Child Psychology*, 150: 314-329.  
 Aznar, A., & Tenenbaum, H. R. (2016). Parent-child positive touch: Gender, age, and task differences. *Journal of Nonverbal Behavior*, 40, 317-333.  
 Tenenbaum, H. R., To, C., Wormald, D., Pegram, E. (2015). Changes and stability in reasoning after a field trip to a natural history museum. *Science Education*, 99, 1073-1091.  
 Aznar, A., & Tenenbaum, H. R. (2015). Gender differences in parent-child emotion talk. *British Journal of Developmental Psychology*, 33, 148-155.  
 Willenberg, I. A., Tenenbaum, H. R., & Ruck, M. D. (2014). “It’s not like in apartheid”: South African children’s knowledge of their rights. *International Journal of Children’s Rights*, 22, 446–466.  
 Van Herwegen, J., Aznar, A., & Tenenbaum, H. R. (2014). The use of emotions in narratives in Williams Syndrome. *Journal of Communication Disorders*, 50, 1-7.  
 Ruck, M. D., & Tenenbaum, H. R. (2014). Does moral and social conventional reasoning predict British young people’s judgments about the rights of asylum-seeker youth? *Journal of Social Issues*, 70, 47-62, DOI: 10.1111/josi.12046.  
 Aznar, A., & Tenenbaum, H. R. (2013). Spanish parents’ emotion talk and their children’s understanding of emotion. *Frontiers in Developmental Psychology*, doi: 10.3389/fpsyg.2013.00670.  
 Tenenbaum, H. R., & Ruck, M. D. (2012). British adolescents' and young adults' understanding and reasoning about the religious and non-religious rights of asylum-seeker youth. *Child Development*, 83, 1102-1115.  
 Møller, S. J., & Tenenbaum, H. R. (2011). Danish majority children’s reasoning about exclusion based on gender and ethnicity. *Child Development*, 82, 520-532.  
 Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning?, *Journal of Educational Psychology*, 103, 1-18.

- Tenenbaum, H. R., Ford, S., & Alkhedairy, B. (2011). Telling stories: Gender differences in peers' emotion talk and communication style, *British Journal of Developmental Psychology*, 29, 707-721.
- Ruck, M. D., Tenenbaum, H. R., & Willenberg, I. (2011). South African mixed-race children's and mothers' judgments and reasoning about children's nurturance and self-determination rights. *Social Development*, 20, 517-535.
- Leman, P. J., & Tenenbaum, H. R. (2011). Practising gender: Children's relationships and the development of gendered behaviour and beliefs. *British Journal of Developmental Psychology*, 29, 153-157.
- Aldrich, N. J., Tenenbaum, H. R., Brooks, P. J., Harrison, K., & Sines, J. (2011). Perspective-taking in children's narratives about jealousy, *British Journal of Developmental Psychology*, 29, 86-109.

### EDITED BOOK

- Leman, P. J., & Tenenbaum, H. R. (Eds.) (2014). *Gender and Relationships*. Routledge: Psych Press.

### OTHER PUBLICATIONS

- Aznar, A., Tenenbaum, H. R., & Ruck, M. D. (in press). Bullying of religious minorities and asylum seekers. In H. Cowie and C. Meyers (Eds). *School Bullying and Mental Health: Risks, Intervention and Prevention*. Routledge.
- Ruck, M. D., Peterson-Badali, M., Elisha, E. M., & Tenenbaum, H. R. (2017). Children's voices about children's rights: Thoughts from developmental psychology. In M. D. Ruck (Ed). *The Handbook of Children's Rights*. Routledge.
- Leman, P. J. & Tenenbaum, H. (2017). Communication in children's and adolescents' social groups, in A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *The Wiley-Blackwell Handbook of Group Processes in Children and Adolescents*. Oxford: Wiley-Blackwell.
- Leeper, C., & Tenenbaum, H. R. (2016). Gender socialization in childhood. In K. Nadal. *The Sage Encyclopedia of Psychology and Gender*.
- Tenenbaum, H. R., Leman, P. J., Aznar, A., & To, C. (2016). Studying children's conversation. In J. Van Herwegen and J. Prior (Eds.), *Developmental Methods*. Oxford: Psychology Press.
- Tenenbaum, H. R., & May, D. (2014). Gender in parent-child relationships. In P. J. Leman & H. R. Tenenbaum (Eds), *Gender Development*. Oxford: Psychology Press.
- Leman, P. J. & Tenenbaum, H. R. (2014). Introduction. In P. J. Leman & H. R. Tenenbaum (Eds). *Gender Development*. Oxford, UK: Psychology Press.
- Tenenbaum, H. R., Aznar, A., & Leman, P.J. (2014). Gender differences in language development. In P. J. Brooks & V. Kempe (Eds.), *Encyclopaedia of Language Development*. Sage.

### EDITING and REVIEWING

- 2015- Associate Editor, *British Journal of Educational Psychology (BJEP)* and *British Journal of Developmental Psychology (BJDP)*
- 2013-2015 Editor, *British Journal of Educational Psychology (BJEP)*
- 2011 - 2012 Co-Editor, *British Journal of Educational Psychology*
- 2010 Guest Editor with P. J. Leman, Special issue on "Gender and Relationships", *British Journal of Developmental Psychology (BJDP)*. (Slidecast with over 11,000 views: <http://www.slideshare.net/Wiley-Blackwell/british-journal-of-developmental-psychology>)
- 2006, 2010 *Society for Research in Child Development* biennial conference reviewer for Gender and
- 2012 *ISSBD* conference reviewer for Gender Panel