



Being Young in 2022:

**& getting prepared for the future:
the 3As – Anticipate, Alert and ACT**

Being Young in 2022 and getting prepared for the future: the 3As – Anticipate, Alert and ACT

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Clinical and Health Psychologist

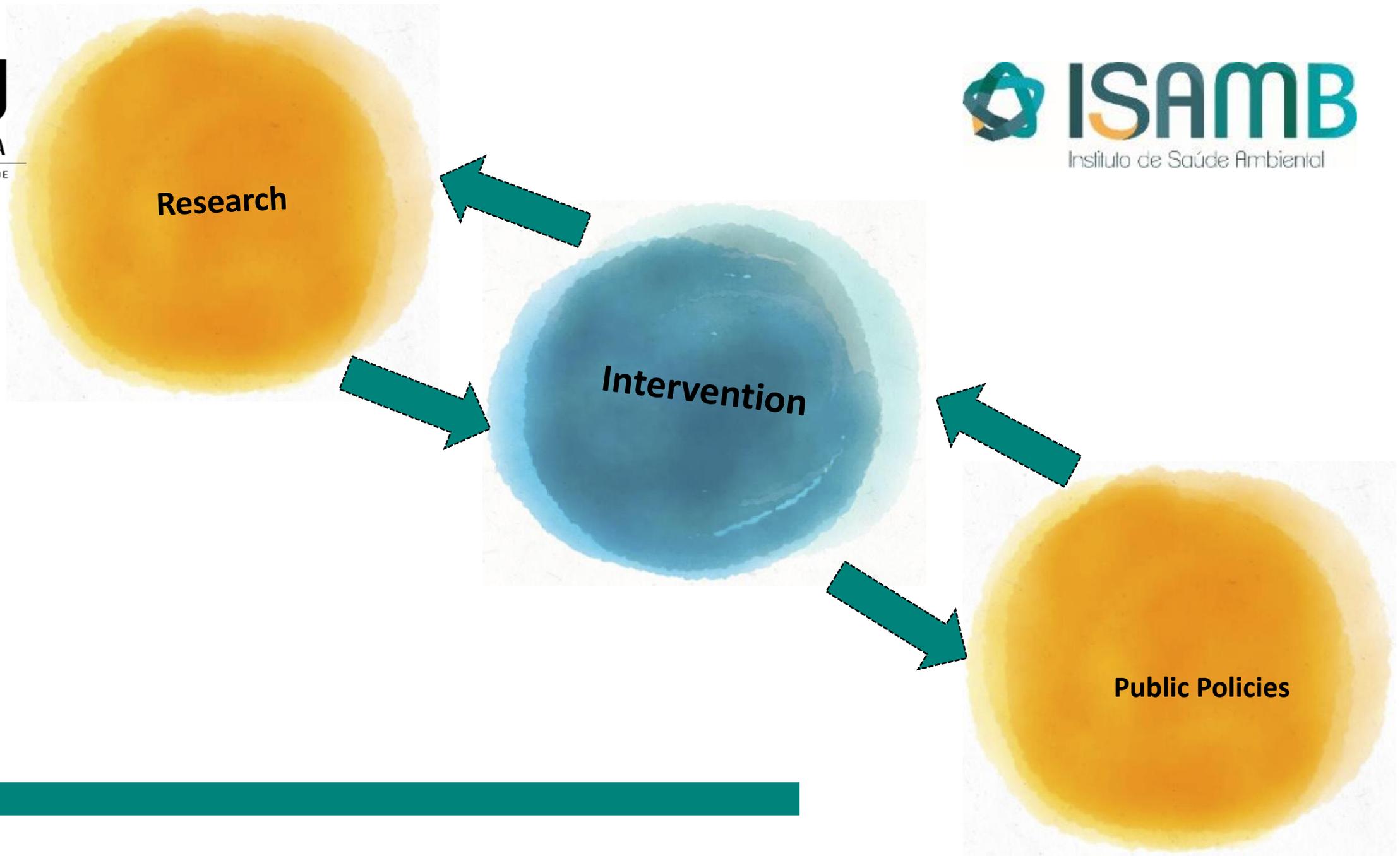
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SC/ EMCDDA**

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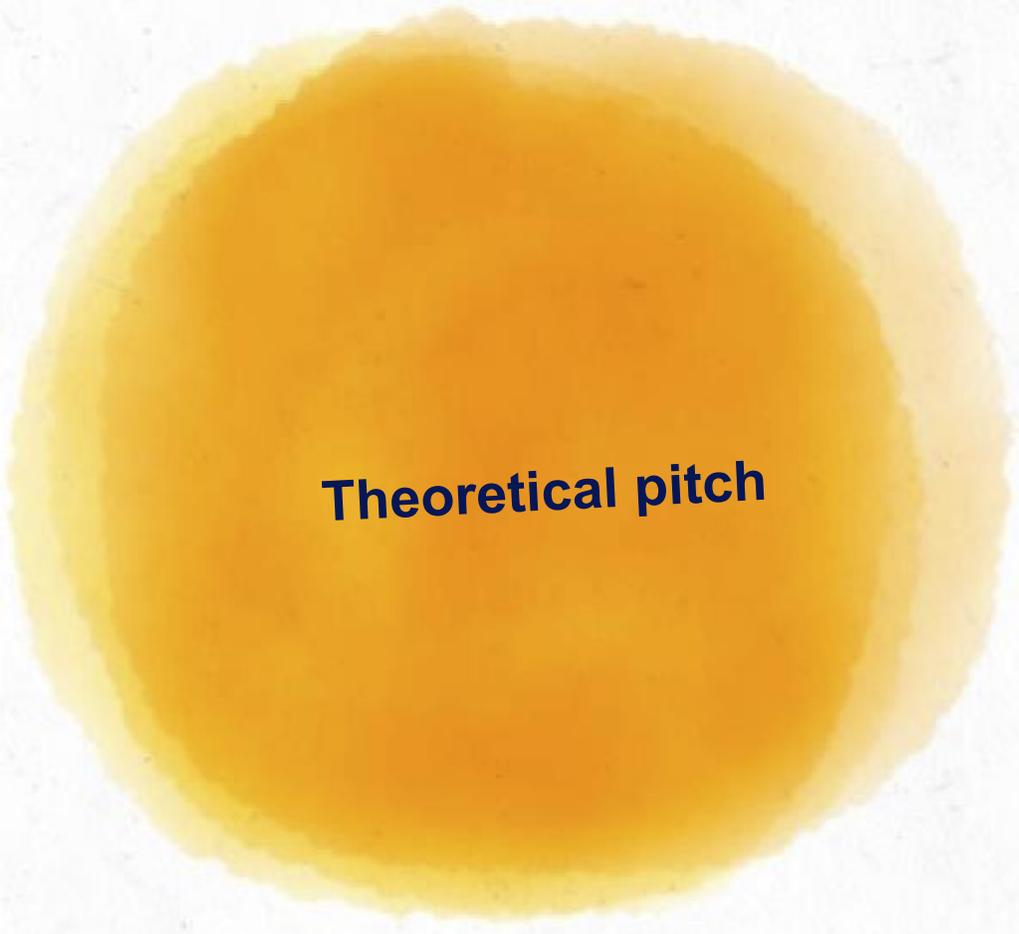
Aventura Social

<https://aventurasocial.com/>







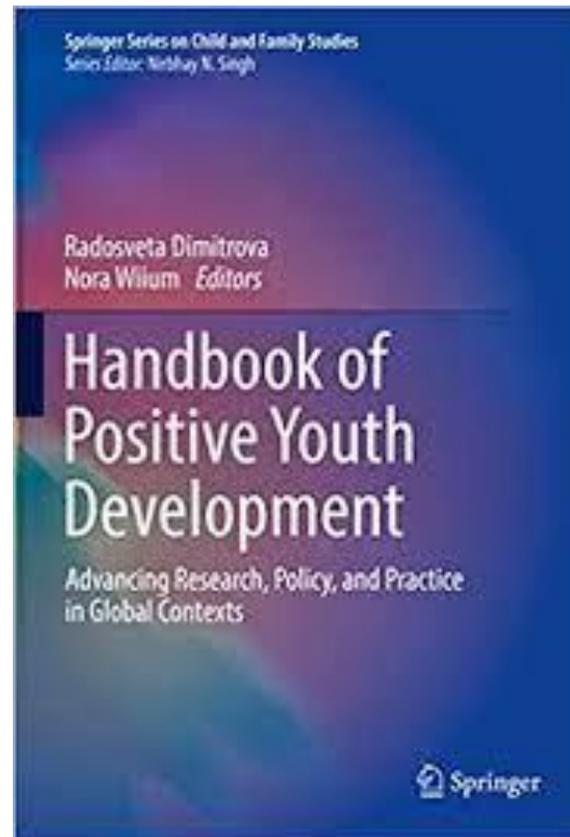


Theoretical pitch



Ana Kozina

*Mladostništvo v času
družbenih negotovosti:
Spremljanje pozitivnega
razvoja mladih v obdobju
pandemije COVID-19,*



Nora Wiium

The 1st Conference
on Positive Youth
Development in a
Cross-national
Perspective



Developmental assets

(“Radical change” - Damon, 2004; Spence, 1980; MacFall, 1982; Felner, 1989; Matos, 1998-2022)

Deficits → adaptative development → optimal development

- *Benson (2006) ; Benson & Scales (2009) Search Institute.*

Developmental Assets

20 External assets (supportive environment)+ 20 Internal assets (personal characteristics)

- *Lerner (2005), Hamilton (2004) Napolitano (2019)*

The 5 Cs + 1C: Competence, Confidence, Connection, Character, Caring + Contribution (the 6th C)

- *Bundick et al, (2010)*

Thriving

Developmental assets (Building blocks) → promote Positive development → promote **Thriving**

to thrive (or not to thrive) / being in a thriving mode (or not) – it is a dynamic/ a direction; not a specific goal

Developmental assets

(“Radical change” - Damon, 2004; Spence, 1980; MacFall, 1982; Felner, 1989; Matos, 1998)

Deficits → adaptative development → optimal development

“all youths are to THRIVE” (Hamilton et al, 2004)

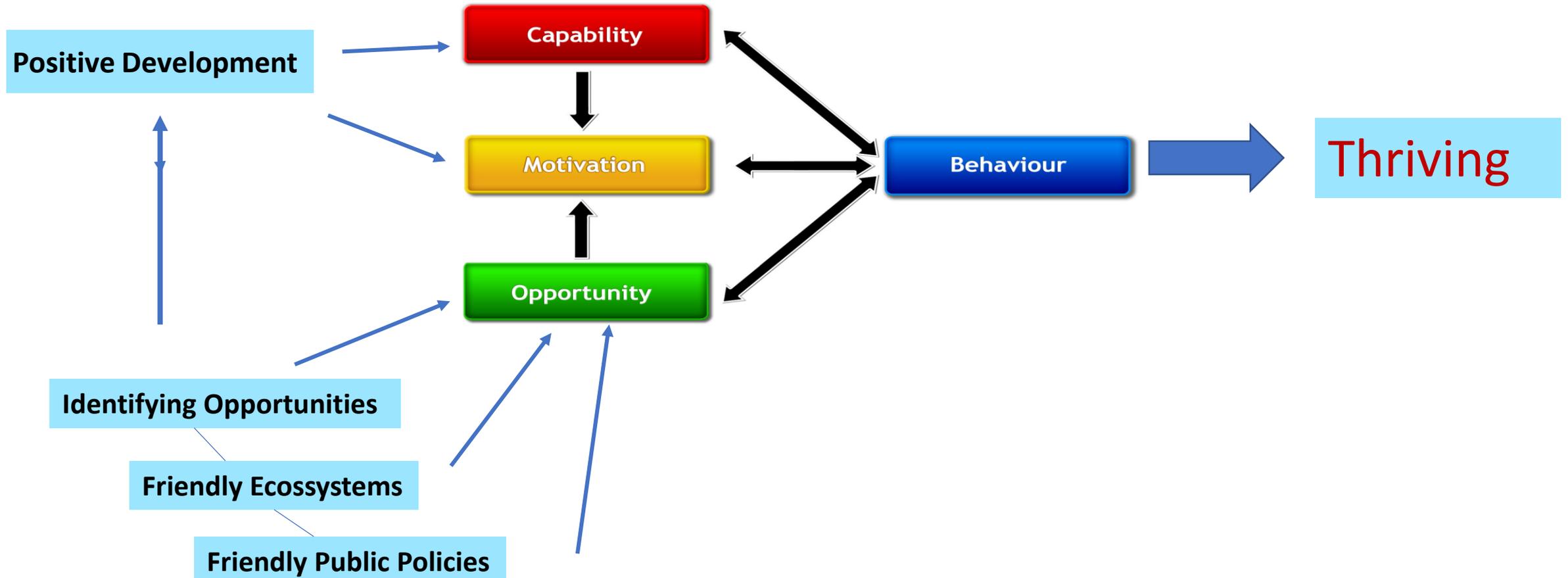
- Baltes (2006) – **SOC Model** - **S**elect; **O**ptimise; **C**ompensate (along lifespan & across lifeworlds)
- Matos (2014, 2018, 2021, 2022)
- **Social Participation & Engagement / Youth-Led Participatory Action Research (YPAR) & CPAR; FPAR**
- **Flexibility:** Curiosity; Openess & valuing Diversity
- **Serendipity:** openness, self-regulation & social support/ thrust
- **Friendly environments- Public Policies**
- Michie et al, (2011) – COMB-B Model – **Competence; Motivation; Opportunity**

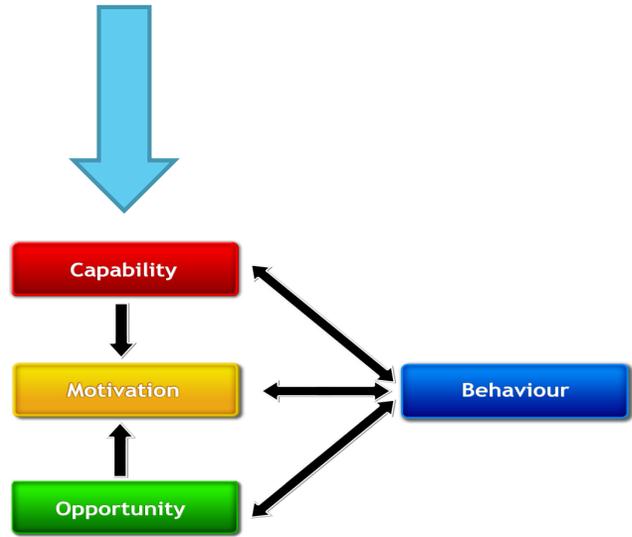
Thriving is a balance among motivation; competence; opportunity

(pushing “too much” leads to fear & anxietynot pushing “enough” leads to boredom & disengagement)

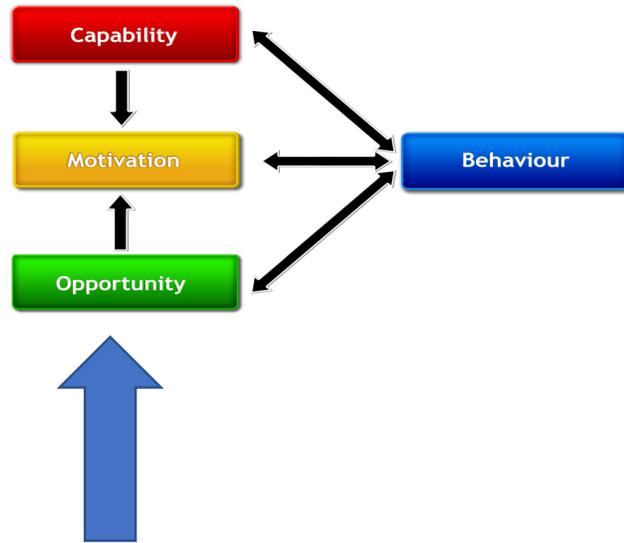
Thriving is an optimal, active, flexible & dynamic trajectory.

The COM-B system - A framework for understanding Behaviour & Behaviour Change
(S. Mitchie, M.Stralen & R. West , 2011) – Systematic review.





How the Art Teacher prevented students running down the hallway





**How we got involved in
Positive Development
& Social Engagement**

RICHE (7th Framework) a Platform & a ROADMAP (www.childhealthresearch.eu)

Making (children' and adolescents') lives better

- **Making (children' and adolescents') lives more visible**
- **Giving them "a voice"**
- **Providing social support**
- **Promoting competences / positive development**
- **Promoting active social participation and engagement**
- **Translating research into practice and into public policies**



Recessão
económica

A specific generation shares a specific period and its lifeworlds and life events!

-
- Baby Boomers (1940- 1959)
- Generation X (1960-1979)
- Generation Y/ Millennials (1980- 1994)
- Generation Z (1995-2010)
- Generation Alpha (2011-)
-

Different life & historical contexts

A specific “generation” shares developmental challenges: “the challenges of being *a teen*”

Being *a teen* in 1945

Being *a teen* in 1975

Being *a teen* in 2022

Similar developmental challenges:

Body, love, peers, family, work/school, autonomy, dreams



1955



1975

Being a *teen* ...

2022



Specific Life worlds and Life events

WAR

RECESSION

COVID -19



- SOCIAL MEDIA
- Videogames

CLIMATE
CHANGE

HUMAN
(unwanted)
MOBILITY

Recessão
económica

Specific developmental challenges

Dreams,
Confidence &
Embarassments

Love & Sexual
attraction

Peers/ safety

Young people
thrive
throughout

Their Body concerns

Family support
and worries

School/
work: challenges



Recessão
económica



and....

**Are we ALL living in
Europe?**



**IMMERSED IN
“BIASED VISIONS”?**

**(...being european, being
young, being male, being
poor ...)**

**Positive youth development:
*Giving a voice to Diversity!***

COVID 10 – found us unprepared in 2020

But now we know!...

“Preparedness”:

- **Anticipate**
- **Alert**
- **ACT (the 3 As)**

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is positioned on the left side of the slide, set against a white background.

What we know already: Empirical studies

Study 1 (pre COVID, 2018- ...)



hbSC
PORTUGAL
20anos

7000 school aged
pupils



Health Behaviour
in School-aged Children

A WORLD HEALTH ORGANIZATION CROSS-NATIONAL STUDY



hbsc
PORTUGAL
20anos

Aging from 11 to 23



+



HBSC-JUnP

Gender

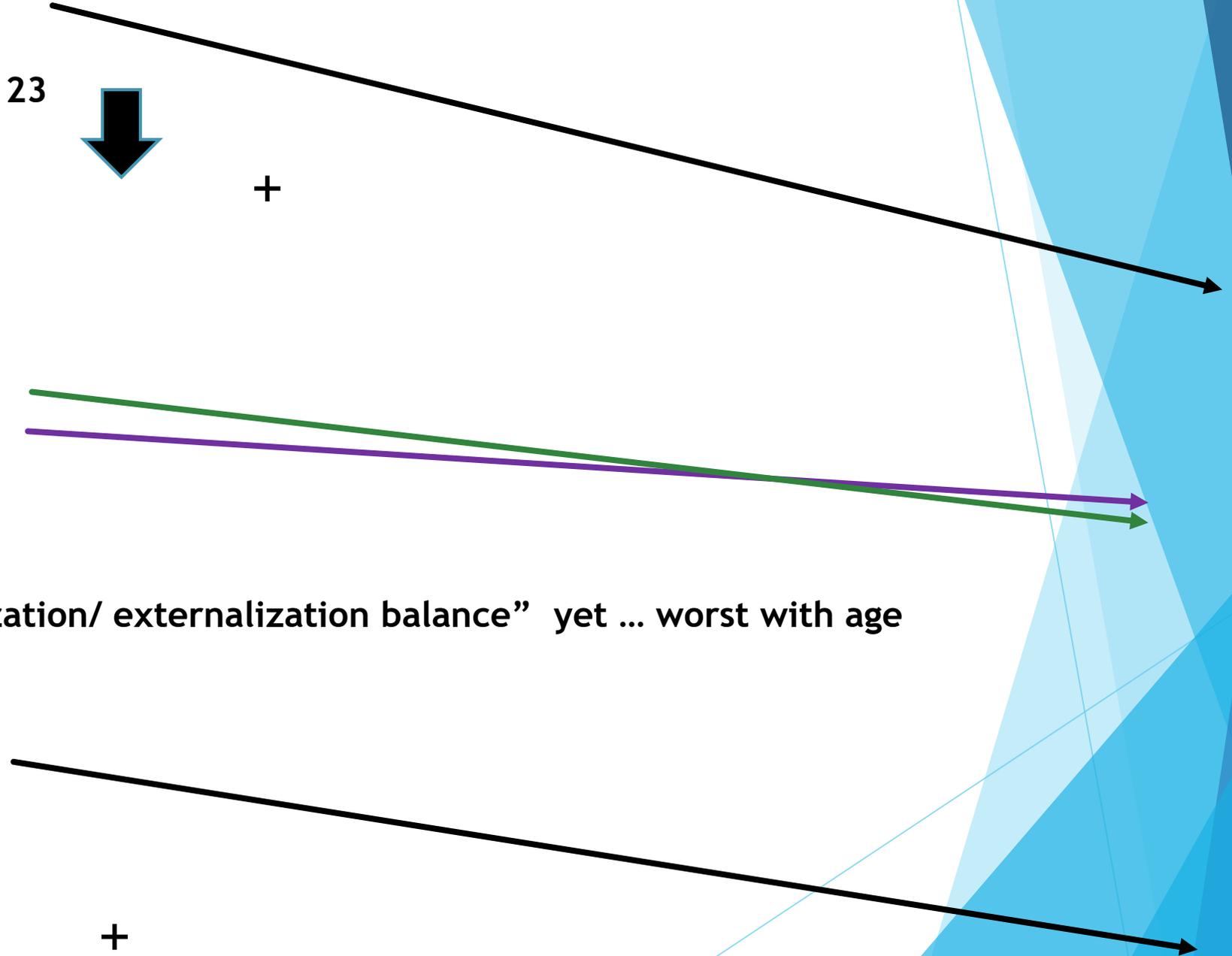


the “internalization/ externalization balance” yet ... worst with age

Socioeconomic
problems,
including
recession,



+



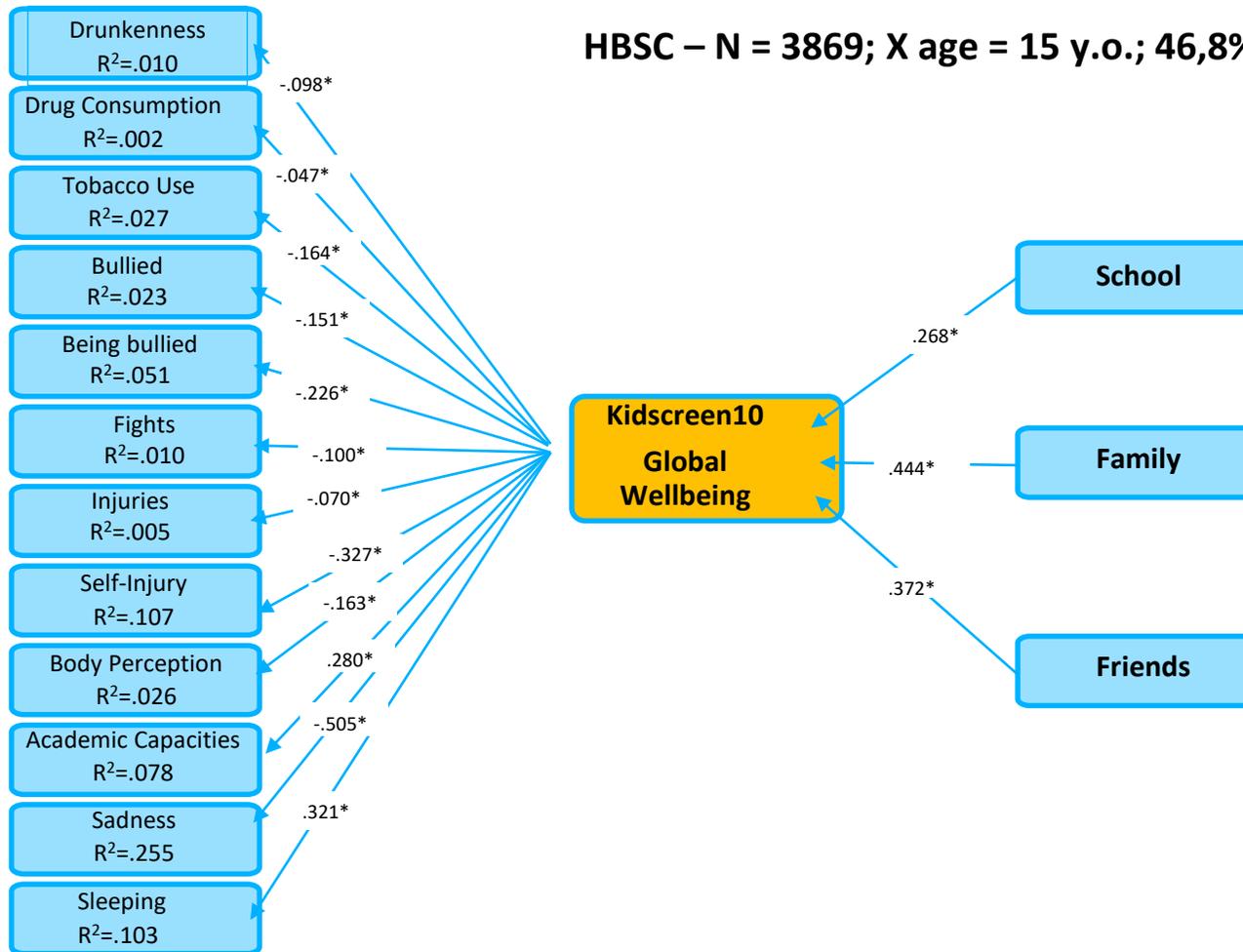


Health Behaviour in School-aged Children

A WORLD HEALTH ORGANIZATION CROSS-NATIONAL STUDY



HBSC – N = 3869; X age = 15 y.o.; 46,8% Boys



HBSC – WORRIES

- HBSC (X= 15 y.o.)

Worries :

School

Family

Peers /pets



Health Behaviour
in School-aged Children

A WORLD HEALTH ORGANIZATION CROSS-NATIONAL STUDY



LEISURE TIME intergenerationally

11 to 16 y.o. in HBSC 1998
Music/ TV/ Sleep

11 to 16 y.o. In HBSC 2018
Screens/Music/ Sleep



hbsc
PORTUGAL
20anos

FAMILY CONFLICTS intergenerationally

11 to 16 y.o. in HBSC 1998

Substance use/ sex

11 to 16 y.o. in HBSC 2018

Screen time



hbsc
PORTUGAL

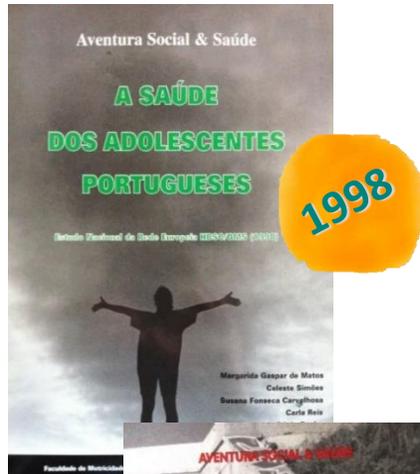
20anos

Moving research into action and public policy impact

- ▶ Giving pupils a voice to identify & solve problems
- ▶ Training teachers to listen and facilitate communication
- ▶ Alert Public Policies (Min Education and Min Health, Sec State of Youth & Sports)
 - ❖ Stress with school work
 - ❖ Low physical activity
 - ❖ Food at the canteen (healthy, but not tasty at all)
 - ❖ Mental health concerns
- ▶ Disseminate results
- ▶ Build kits/ pedagogical materials) for free download

HBSC/WHO in PORTUGAL

Reports



TRENDS

Aventura Social & Saúde



Dados Nacionais 2018

A SAÚDE DOS ADOLESCENTES PORTUGUESES APÓS A RECESSÃO



1998-2018

Available at
www.aventurasocial.com

Análise do Estudo HBSC 2018 nas Regiões
 Nesta terceira parte do estudo responderam 8022 jovens, 2990 do Norte, 1092 do Centro, 1574 de Lisboa e Vale do Tejo, 650 do Alentejo, 701 do Algarve e nesta parte específica ainda 1025 da Região Autónoma dos Açores. A média de idade por região é de M=13,54 (DP=1,72) no Norte, M=13,52 (DP=1,61) no Centro, M=14,21 (DP=2,21) em Lisboa e Vale do Tejo, M=13,49 (DP=1,61) no Alentejo, M=13,97 (DP=1,89) no Algarve e M=13,79 (DP=1,46) nos Açores. Esta parte informativa é sobre as diferentes regiões do estudo HBSC 2018.

Hábitos alimentares, higiene e sono

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
Sumar o pequeno-almoço durante a semana - todos os dias	73,8%	72,6%	67,3%	70,8%	73,5%	69,8%
Sumar o pequeno-almoço durante a semana - nunca	7,6%	6,8%	11,9%	7,7%	7,8%	10,7%
Sumar o pequeno-almoço durante a semana - nunca	12%	12,1%	11,6%	12,8%	13%	17,3%
Fazer dieta (8ª e 10ª ano)	11,2%	9,4%	14,1%	11,4%	10,4%	19,7%
Consumo de frutas - raramente ou nunca	24,7%	25,9%	24%	25,9%	25,9%	21,9%
Consumo de frutas - mais do que uma vez por dia	18,8%	17%	18,4%	15,6%	16,1%	12,3%
Consumo de vegetais - raramente ou nunca	18,8%	17%	18,4%	15,6%	16,1%	12,3%
Consumo de vegetais - mais do que uma vez por dia	11,2%	14,8%	14%	16,1%	16,7%	44%
Consumo de vegetais - mais do que uma vez por dia	38,9%	45,5%	39,9%	35,9%	34,9%	8,1%
Consumo de refrigerantes - raramente ou nunca	7,5%	6,3%	9,8%	10,9%	8,4%	26,7%
Consumo de refrigerantes - mais do que uma vez por dia	23,9%	28,2%	22,7%	23,6%	24,9%	8,6%
Consumo de doces - raramente ou nunca	23,9%	28,2%	22,7%	23,6%	24,9%	8,6%
Consumo de doces - mais do que uma vez por dia	7%	5,7%	8,2%	8,7%	5,7%	3,6%
Ir para a escola ou para a cama com fome por não haver comida suficiente em casa (8ª e 10ª ano) - frequentemente	3,8%	2,1%	4,9%	4,3%	7,3%	69,4%
Higiene oral - mais do que uma vez por dia	66,5%	68,6%	73,9%	72,9%	69,4%	43,7%
Morço de sono durante a semana (8ª e 10ª ano) - menos de 8 horas	37,9%	26,5%	49,4%	41,1%	38,9%	43,7%

Imagem corporal e atividade física

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
Excesso de peso* (sem obesidade)	16,5%	11,7%	17,1%	16,5%	15,8%	22,4%
Obesidade	2,6%	2,9%	4,2%	2,3%	3,6%	8,6%
Atividade física - 3 a 6 vezes por semana	50,5%	56,4%	51,7%	55,5%	54,8%	51,7%

Consumos e dependências

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
Consumo de tabaco - não fumo	9%	9,5%	9%	9,2%	9,5%	89,1%
Consumo de tabaco - fumo	2,2%	2,7%	2,7%	3,3%	3,3%	2,8%
Consumo de bebidas destiladas - raramente ou nunca	90,4%	92,3%	88,1%	88,8%	87,8%	88,3%
Consumo de bebidas destiladas - todos os dias	4,5%	2,3%	3,6%	3,2%	2,9%	4,8%
Consumo de bebidas destiladas - raramente ou nunca	91,2%	90,3%	92,4%	87,4%	91,7%	88,2%
Consumo de cerveja - raramente ou nunca	4,3%	2,2%	3,6%	3,2%	3,3%	4,5%
Consumo de cerveja - todos os dias	91,6%	87,6%	84,8%	85%	85,2%	80,4%
Proibir fumar (toda a vida) - nunca	1,6%	2,2%	3,5%	6,7%	3,5%	5,6%
Embriaguez (toda a vida) - 4 vezes ou mais	1,6%	2,2%	3,5%	6,7%	3,5%	5,6%
Consumo de drogas no último mês - nunca	96,8%	97,1%	95,4%	96,6%	94,2%	7,9%
Consumo de drogas no último mês - mais do que uma vez	2%	2%	2,6%	2,2%	3,7%	6,5%
"Mau tempo" (Hesita)	3,7%	3,5%	6,3%	5,4%	7,6%	12,8%
Ver TV nos tempos livres (8ª e 10ª ano) - várias horas por dia	16,1%	14,1%	16,1%	17,3%	20,7%	18,6%
Estar ao computador nos tempos livres (8ª e 10ª ano) - várias horas por dia	19,4%	19,3%	20,7%	20,3%	20,7%	18,6%

Saúde e bem-estar

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
Dor de cabeça - quase todos os dias	4,7%	4,1%	6,4%	5,6%	6,5%	4,5%
Dor de estômago - quase todos os dias	1,7%	1,9%	2,8%	2%	1,7%	2,6%
Dor de costas - quase todos os dias	8,2%	6,7%	10,7%	9,4%	7,8%	10%
Cansaço/exaustão - quase todos os dias	16,8%	13,8%	23,2%	17,7%	16,9%	18,3%
Ansiedade	8,8%	8%	11,1%	9,4%	8,1%	10,5%
Depressão	13,6%	11,7%	15,2%	11,7%	15,3%	12,8%
Insónias	6%	5,8%	7,1%	6,7%	5,8%	7%
Indolência	12,5%	10,6%	14,4%	12,8%	13%	13%
Tristeza	6,1%	5%	7,8%	4,9%	4,3%	7,7%
Estresse	7,82**	7,65**	7,66**	7,79**	7,84**	7,65**

Qualidade de vida

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
10 anos (8ª e 10ª ano)	80,2%	82,3%	79,4%	83,6%	76,9%	77,4%
10 anos (8ª e 10ª ano) - nunca	19,8%	17,5%	20,6%	16,4%	23,1%	22,6%
10 anos (8ª e 10ª ano) - raramente	89,6%	87,4%	90,7%	92,9%	90,6%	86,4%
10 anos (8ª e 10ª ano) - frequentemente	81,8%	79,9%	80,6%	81,7%	81,9%	73,4%
10 anos (8ª e 10ª ano) - muito	94,2%	94,1%	95,1%	96,6%	92,9%	92,1%
10 anos (8ª e 10ª ano) - muito	92,6%	91,7%	91,7%	96,6%	92,9%	92,1%
10 anos (8ª e 10ª ano) - muito	71,5%	72,1%	73,9%	90,7%	90,8%	88,5%
10 anos (8ª e 10ª ano) - muito	4,8%	5,2%	4,2%	4,5%	3,7%	71,5%
10 anos (8ª e 10ª ano) - muito	54,2%	54,6%	50,3%	54,5%	57,3%	47%
10 anos (8ª e 10ª ano) - muito	5,4%	4,7%	5,5%	5,4%	6,8%	60,8%

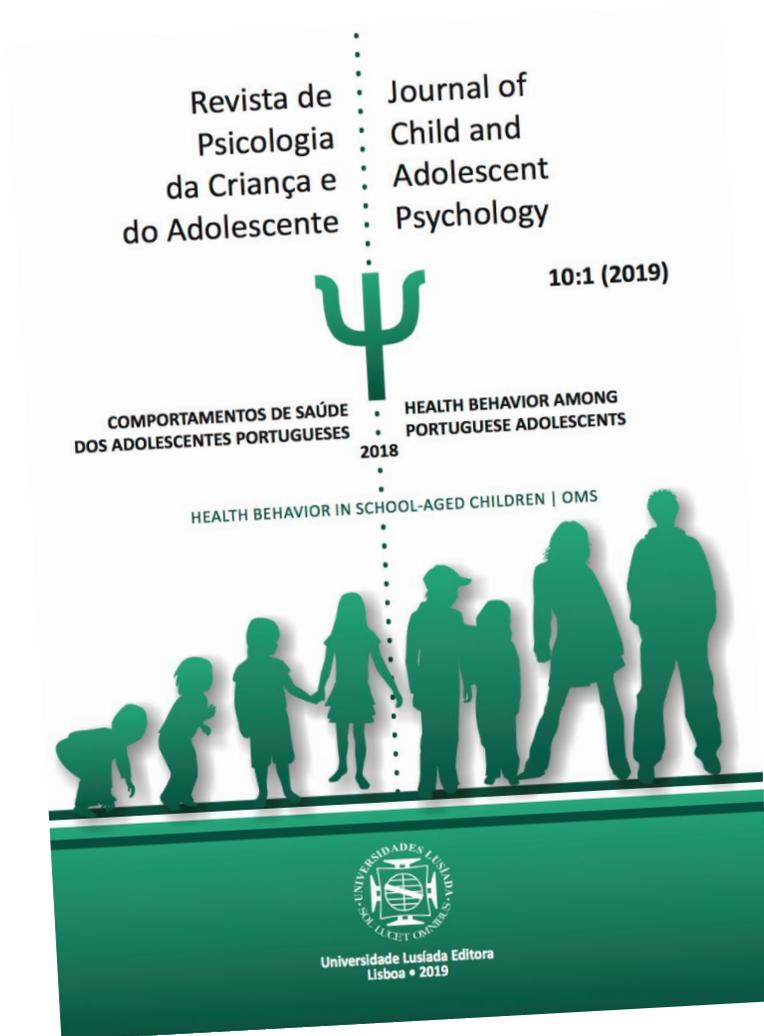
Qualidade de vida e ambiente familiar

	Norte	Centro	Lisboa	Alentejo	Algarve	Açores
Qualidade de vida	69%	76,1%	69,9%	67,7%	74%	65,5%
Qualidade de vida - nunca	35,9%	30,8%	38,5%	34,5%	33,8%	42,3%
Qualidade de vida - raramente	9,6%	8%	12,7%	8,5%	6,9%	12,8%
Qualidade de vida - frequentemente	22,8%	19,9%	23,4%	18,6%	18,4%	23%
Qualidade de vida - muito	41,7%	43,5%	71,4%	68,1%	33,6%	66,3%
Qualidade de vida - muito	42,1%	41,1%	40%	46,5%	39,1%	44,2%
Qualidade de vida - muito	50,8%	47,8%	47,5%	42,2%	49,8%	46%
Qualidade de vida - muito	2,5%	12,3%	15,8%	13,9%	16,4%	15,4%
Qualidade de vida - muito	1,1%	58,8%	50,7%	60,1%	52,2%	49,3%
Qualidade de vida - muito	9%	13,1%	17,4%	11,6%	10,2%	19,1%
Qualidade de vida - muito	5%	4,4%	5,2%	4,9%	6,3%	7,2%
Qualidade de vida - muito	11,1%	12,9%	15,4%	12,5%	19,4%	19,4%
Qualidade de vida - muito	8,51**	8,52**	8,96**	8,41**	8,33**	

Referência do relatório HBSC de 2018:
 Matos, M.G. & Equipa Aventura Social (2018). *A saúde dos adolescentes portugueses após a recessão. Relatório do estudo Health Behaviour in School Aged Children (HBSC) em 2018* (ebook). Disponível em www.aventurasocial.com

Referência do estudo Internacional e protocolo internacional HBSC (www.hbcs.org):
 Roberts, C., Freeman J., Samdal, O., Schnohr C., Looze, M., Nic Gabhainn S., Iannotti, I., Rasmussen M., & Matos, M.G. in the International HBSC study group (2009). The Health Behaviour in School-aged Children (HBSC) study: methodological developments and current tensions. *International Journal of Public Health*, 54(2), 140-150.

Special Issue



Capa Sobre Acesso Registo Actual Anteriores Leituras Normas Permutas Ligações úteis Publicidade

Capa > Edições Anteriores > v. 10, n. 1 (2019)

Comportamentos de saúde dos adolescentes portugueses - 2018 = Health Behavior Among Portuguese Adolescents - 2018

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UTILIZADOR

Nome de utilizador

Senha

Memorizar nome utilizador

NOTIFICAÇÕES

IDIOMA

Selecione o idioma

Português (Portugal) ▾

CONTEÚDO DA REVISTA

Pesquisa

Âmbito da pesquisa

Todos ▾

Pesquisar

Por Edição

Por Autor

Por Título

Outras revistas

TAMANHO DA FONTE

INFORMAÇÕES

Available at: <http://revistas.lis.ulusiada.pt/index.php/rpca/issue/view/177>



Campaigns

COLEÇÃO

ATIVE A SUA ESCOLA

AVENTURA
SOCIAL



IPBeja
INSTITUTO POLITÉCNICO
DE BEJA

U LISBOA

UNIVERSIDADE
DE LISBOA



MH



ISAMB
Instituto de Saúde Ambiental

COLEÇÃO

ATIVE A SUA ESCOLA

Margarida Gaspar de Matos
Equipa Aventura Social



Booklets



Webpage/ Platforms

- ALL
 - 2006
 - 2009
 - 2010
 - 2011
 - 2012
 - 2013
 - 2014
 - 2016
 - 2018
 - 2021
 - MANUAL
- RELATÓRIO



Aventura Social & Saúde



PROJETO AVENTURA SOCIAL



Study 2 (pre - post COVID, 2016-2022, ...)

1- "Be positive" / a PYD Project in Portugal

- ▶ The first **PYD data** in Portugal took place in 2016;
- ▶ Were included **2700 youths** (73.3% girls), with a mean age of 21.3 years old (SD=2.79), ranging from **16 to 29 years old**.
- ▶ Mostly of the youths had Portuguese nationality (96.8%), were born in Lisbon (33.4%), were currently living in an urban area (46.4%), were Graduate Students (63.5%) and had a middle Socio Economic Status (SES) level (67.7%);
- ▶ Younger students were more **confident**
- ▶ Wealthier students were **more confident more competent, more connected**.

1- Be Positive/ a PYD Project in Portugal

	Age ¹			Gender ¹			Socio Economic Status - SES ²			
	16-19 Y Old N=737	20-29 Y Old N=1963	t	Boys N=721	Girls N=1979	t	Low N=354	Middle N=1828	High N=518	F
SF-PYD:	M	M		M	M		M	M	M	
Total Score, Correspondent 5C/Subscales Scores and Dimensions										
PYD - TOTAL	127.50	126.37	1.853	125.84	126.98	-1.858	125.53	126.44	128.31	4.907**
PYD - CONFIDENCE/TOTAL	22.07	21.75	1.816**	21.92	21.81	0.611	21.33	21.80	22.32	6.542**
PYD - CONFIDENCE/Positive Identity	7.34	7.54	-3.084	7.43	7.51	-1.135	7.20	7.49	7.68	10.051***
PYD - CONFIDENCE/Appearance	7.39	7.08	3.933**	7.26	7.12	1.747	7.17	7.12	7.29	1.771
PYD - CONFIDENCE/Self-awareness	7.35	7.13	2.669***	7.22	7.18	0.568	6.95	7.19	7.34	4.490
PYD - COMPETENCE/TOTAL	22.57	21.62	4.802	22.05	21.81	1.160	21.17	21.86	22.43	8.047***
PYD - COMPETENCE/Academic	7.68	7.39	4.415	7.49	7.47	0.309	7.24	7.48	7.62	6.561**
PYD - COMPETENCE/Physical	7.45	7.17	3.531	7.27	7.24	0.392	6.98	7.26	7.39	5.430**
PYD - COMPETENCE/Social	7.44	7.05	4.671**	7.29	7.11	2.178	6.95	7.12	7.43	7.543**
PYD - CONNECTION/TOTAL	27.43	27.98	-2.640	27.74	27.86	-0.572	27.06	27.86	28.23	6.262**
PYD - CONNECTION/Family	7.12	7.30	-2.293	7.10	7.31	-2.692	6.94	7.28	7.35	6.354**
PYD - CONNECTION/School	6.74	6.99	-3.425	6.94	6.92	0.393	6.75	6.91	7.09	4.416
PYD - CONNECTION/Neighborhood	5.66	5.80	-1.645	5.85	5.73	1.451	5.55	5.81	5.74	2.770
PYD - CONNECTION/Peers	7.91	7.89	0.272	7.85	7.91	-0.885	7.82	7.87	8.04	3.008
PYD - CARING/TOTAL	24.60	24.36	1.473	23.74	24.68	-5.763	24.84	24.37	24.36	2.381
PYD - CHARACTER/TOTAL	30.83	30.66	0.972	30.40	30.82	-2.381	31.14	30.55	30.97	4.550
PYD - CHARACTER/Social Conscience	7.72	7.85	-1.714	7.62	7.88	-3.506**	7.92	7.80	7.77	0.909
PYD - CHARACTER/Personal Values	8.42	8.46	-0.598	8.30	8.50	-3.284	8.68	8.45	8.30	7.419**
PYD - CHARACTER/Values Diversity	7.06	6.98	1.211	6.97	7.01	-0.570	7.07	6.91	7.26	10.946***
PYD - CHARACTER/Conduct Behaviour	7.63	1.760	3.251	7.50	7.42	0.952	7.48	7.38	7.64	4.169

***p<.001; **p<.01

¹ Tested by Independent T-Test.

² Tested by ANOVA.

Table 13. Differences between age, gender and socio-economic status for the total score, correspondent 5C/subscale scores and dimensions of the Positive Youth Development Short Form (PYD-SF). (Significance set at p< 0.01)

1- Be positive- a PYD Project in Portugal

	Having breakfast ¹				Worries Frequency ¹			Worries Intensity ¹				
	None N=228	Between 1-6 days N=776	7 Days N=1696	F	Almost Every Day N=726	Several Times a week N=1000	Almost Never N=974	F	Intense N=368	Moderated N=2237	None N=95	F
SF-PYD: Total Score, Correspondent 5C/Subscales Scores and Dimensions	M	M	M		M	M	M		M	M	M	
PYD - TOTAL	120.54	126.22	127.71	27.023***	123.81	126.52	128.97	28.505***	121.49	127.64	124.15	32.261***
PYD - CONFIDENCE/TOTAL	20.365	21.560	22.161	22.483***	20.577	21.921	22.689	58.818***	19.658	22.159	22.694	64.826***
PYD - CONFIDENCE/Positive Identity	6.80	7.39	7.62	29.922***	6.88	7.53	7.90	95.172***	6.33	7.66	7.83	127.193***
PYD - CONFIDENCE/Appearance	6.85	7.07	7.24	5.979**	6.88	7.17	7.36	14.365***	6.88	7.20	7.46	6.154**
PYD - CONFIDENCE/Self-worth	6.71	7.09	7.30	11.073***	6.82	7.22	7.43	22.390***	6.45	7.30	7.40	33.337***
PYD - COMPETENCE/TOTAL	20.52	21.77	22.11	12.348***	21.02	22.00	22.39	19.068***	20.69	22.08	21.76	14.494***
PYD - COMPETENCE/Academic	7.05	7.48	7.52	9.499***	7.34	7.44	7.60	6.403**	7.19	7.52	7.39	7.340***
PYD - COMPETENCE/Physical	6.79	7.13	7.36	12.012***	6.92	7.31	7.43	17.689***	6.84	7.31	7.26	10.615***
PYD - COMPETENCE/Social	6.67	7.15	7.23	8.461***	6.77	7.25	7.36	22.033***	6.65	7.24	7.11	15.364***
PYD - CONNECTION/TOTAL	25.79	27.57	28.22	27.401***	26.20	27.75	29.12	80.358***	24.87	28.29	28.29	84.116***
PYD - CONNECTION/Family	6.48	7.01	7.46	39.696***	6.63	7.36	7.61	66.699***	6.05	7.46	6.91	105.193***
PYD - CONNECTION/School	6.40	6.88	7.01	13.323***	6.48	7.05	7.12	34.438***	6.13	7.05	7.13	47.112***
PYD - CONNECTION/Neighborhood	5.33	5.70	5.84	7.705***	5.45	5.62	6.14	31.980***	5.13	5.85	5.99	23.507***
PYD - CONNECTION/Peers	7.57	7.98	7.90	6.330**	7.65	7.72	8.25	44.274***	7.56	7.93	8.27	12.382***
PYD - CARING/TOTAL	24.21	24.53	24.42	0.666	25.03	24.32	24.09	13.653***	25.57	24.34	22.09	36.743***
PYD - CHARACTER/TOTAL	29.67	30.79	30.81	8.145***	30.98	30.54	30.68	2.523	30.70	30.77	29.31	5.794**
PYD - CHARACTER/Social Conscience	7.55	7.80	7.86	3.275	8.00	7.89	7.59	14.145***	7.89	7.84	7.01	11.290***
PYD - CHARACTER/Personal Values	8.22	8.36	8.52	6.591**	8.69	8.27	8.45	18.594***	8.62	8.45	7.73	15.208***
PYD - CHARACTER/Values Diversity	6.83	7.13	6.96	4.746**	6.97	6.95	7.08	2.177	7.08	6.98	7.14	1.045
PYD - CHARACTER/Conduct Behaviour	7.06	7.50	7.47	5.718**	7.32	7.43	7.56	3.719	7.12	7.50	7.44	7.002***

***p<.001; **p<.01;

¹ Tested by ANOVA

² Tested by Ind χ^2 -Test

Table 15. Differences between the HBSC/WHO Lifestyle and Worries related Items: “Having breakfast during weekdays”, “Worries frequency” and “Worries intensity” for the total score, correspondent 5C/subscale scores and dimensions of the Positive Youth Development Short Form (PYD-SF). (Significance set at p<0.01).

2- ES ' COOL /a PYD Project

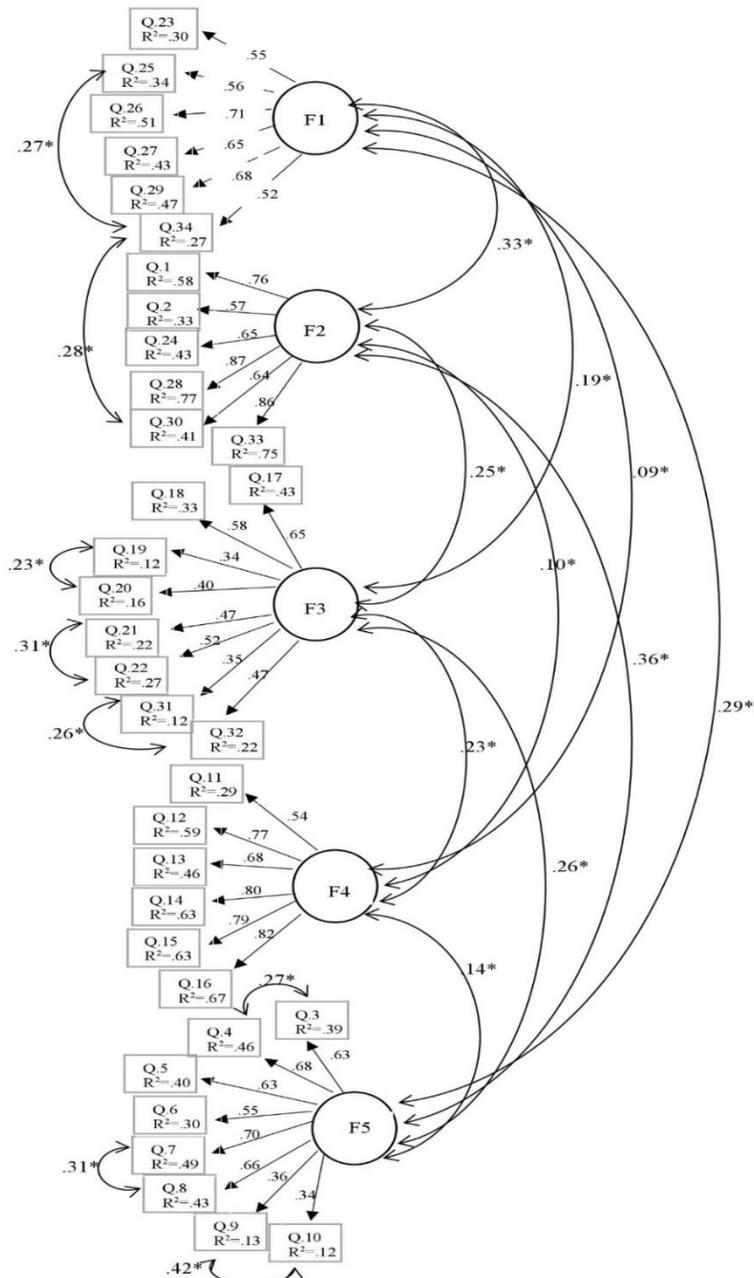
- ▶ The second PYD data in Portugal took place in 2018;
- ▶ The questionnaire was administered to 384 adolescents, 53.4% were male, aged between 10 and 20 years ($M = 15.3$, $SD = 2.3$).
- ▶ Participants were 5th to 12th grade students attending national public schools;

2- ES ' COOL /a PYD Project

► Participants

	N	%	M	SD	Range
Gender					
Male	205	53.4			
Female	179	46.6			
Age	384		15,3	2,3	10-20
Grade					
5th grade	8	2,1			
6th grade	40	10,4			
7th grade	23	6			
8th grade	25	6,5			
9th grade	68	17,7			
10th grade	84	21,9			
11th grade	68	17,7			
12th grade	68	17,7			

Figura 1



			NNFI	RMSEA (90% I.C.) ²	SRMR
Step 1	1419,12 (517)	0,80	0,78	0,067 (0,063-0,072)	0,078
Step 2	960,19 (509)	0,90	0,89	0,048 (0,043-0,053)	0,069

CFA: adjusted values

2- ES ' COOL /a PYD Project - The scale structure and internal consistency

Factor	Items	N	M	DP	Cronbach
Competence (Factor 1)	6	384	21,1	4,4	0,80
Confidence (factor 2)	6	384	22,2	4.9	0,87
Character (Factor 3)	8	384	31,2	4,4	0,73
Caring (Factor 4)	6	384	24,3	4,8	0,87
Connection (Factor 5)	8	384	30,3	5,2	0,81

- **GENDER** : Competence; Confidence and Connection - significant **higher score in boys**
- **AGE**: Competence; Confidence; Caring and Connection - significant higher score **in the younger group (10-12yo)**

2- Es 'Cool/ a PYD Project in Portugal - ANOVAS

Table 4 – Gender and Age ANOVAS

Gender	Boys			Girls			<i>F</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>		
Competence	205	22.5	3.9	179	19.5	4.3	52.1119	.000
Confidence	205	23.4	4	179	20.8	5.6	28.419	.000
Character	205	31	4.5	179	31.5	4.3	1.250	.264
Caring	205	23.9	4.8	179	24.6	4.6	1.637	.201
Connection	205	31.2	5.1	179	29.3	5.3	13.010	.000

Age	10-12 years old			13-15 years old			16 or more years old			<i>F</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>		
Competence	50	15.7	2.6	140	14.2	3.1	194	13.9	3	6.946	.001
Confidence	50	15.9	3.2	140	14.9	3.6	194	14.4	3.7	3.574	.029
Character	50	16.7	2.5	140	16.6	2.6	194	16.2	2.3	1.018	.362
Caring	50	17.8	2.2	140	16.3	3.2	194	15.8	3.3	7.613	.001
Connection	50	15.7	3.1	140	15.2	3.1	194	14.3	3.2	5.493	.004

2- ES ' COOL / a PYD Project - Correlations

		Total Alienation ²	Kidscreen10/ Global Wellbeing	Happiness (Zscore)
Competence		-.430***	.626***	.491**
Confidence		-.525***	.690***	.596**
Character		-.305***	.455***	.350**
Caring		-.230***	.257***	.235**
Connection		-.508***	.650***	.520**

*p<.05; **p<.01; ***p<.001

²Total Alienation = Demotivation; Isolation; Instability (Seeman concept)

2- ES ' COOL /a PYD Project - Regression models

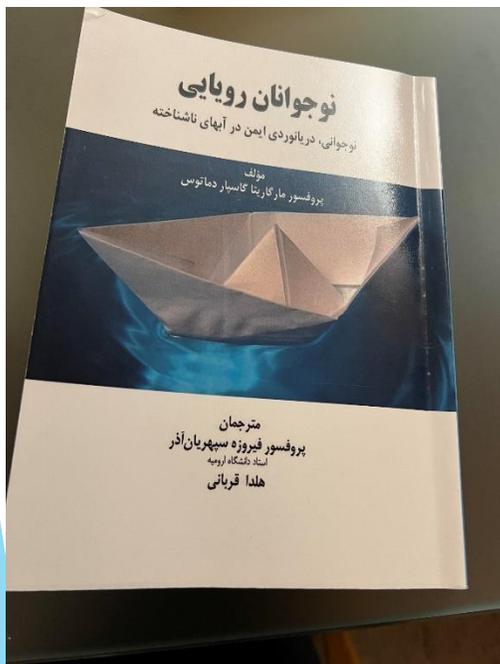
	Variable	β	t	p	R^2_a	F(model fit)
Kidscreen/ Global wellbeing	Competence	.130	2.439	.015	.562	121.227
	Confidence	.378	7.215	.000		
	<i>Character</i>	.083	2.057	.040		
	Connection	.286	5.861	.000		
	Variable	β	t	p	R^2_a	F(model fit)
Happiness	Confidence	.445	8.569	.000	.386	120.111
	Connection	.239	4.601	.000		
		Variable	β	t		
Alienation* (total)	Confidence	-.341	-6.289	.000	.324	92.781
	Connection	-.293	-5.403	.000		

*Total Alienation = Demotivation; Isolation; Instability

Moving research into action and public policy impact

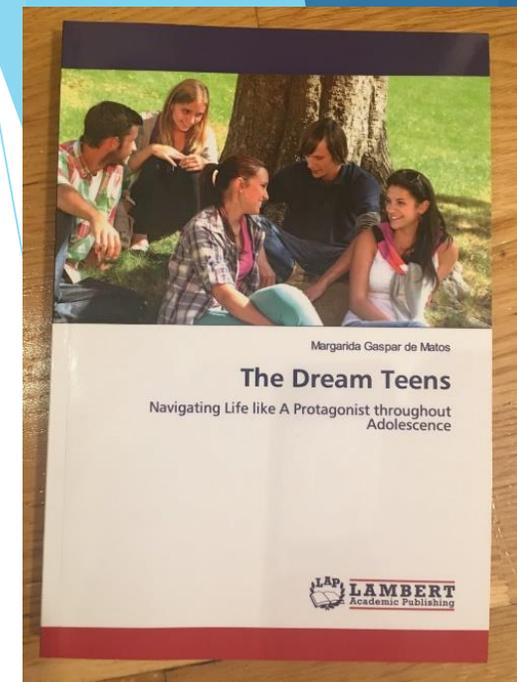
- ▶ Training teachers to listen and facilitate communication & to value positive development
- ▶ Alert Public Policies (Min Education and Min Health, Sec State of youth & Sports)
 - ▶ **The importance of the Cs on wellbeing , happiness and against “alienation”** (*Seeman- Demotivation; Isolation; Instability*) , especially **connection, competence and confidence.**
 - ▶ Gender differences
 - ▶ Age differences
 - ▶ The importance of SEL and YPAR in school settings
- ▶ Disseminate results
- ▶ Build kits/ pedagogical materials to free download

Study 3 (Pre- Post COVID, 2014- 2024, ...)



Dream Teens

YPAR - Youth-led Participatory Action Research



Giving Voice to Your Ideas

DREAMTEENS.AVENTURASOCIAL.COM



Dream Teens, is an Aventura Social project in partnership with Fundação Calouste Gulbenkian and the Portuguese Health Psychology Society.

Dream Teens 2014-2022

to **make young people's lives more visible through their 'voice'**
and by **increasing their social and civic participation,**
in issues such as **health, education, positive development and thriving**

Uma nova
ambiciosa
e inovadora

rede de jovens

pelas

gerações

futuras

Dream Teens 3.0

DREAM

TEENS

Inscrições abertas!

Fiquem atentos às redes sociais da equipa Aventura Social



- **Learn to Fly (2022-2023)**
FCGulbenkian/ G2-ISAMB/ Aventura Social



Beginning as soon as 5 years old - **LEARN TO FLY!**

CPAR - A national Children-led Participatory Action Research

ME

- I am Flexible; Curious, Open, I value Diversity , I know my Feelings/ emotions
- I feel Competent , connected , confident
- I have ideas, I have the skills, I have the will...

MY LIFEWORLDS

- My family, my school, my friends, my community, my Planet

Moving research into action and public policies

- ▶ Friendly environments: Promoting health and well being in schools and in municipality settings
- ▶ Promoting Young people active engagement directly (**Dream teens**) and throughout their teachers and families (**Learn to Fly**)
- ▶ The impact of COVID 19 upon *teens*' Psychological Health and Wellbeing- the Dream Teens network, a YPAR during COVID 19.
- ▶ Manuals (free download) and international translations
- ▶ **Public events** : Next 24 february 2023, Lisbon: a 5 years old “congress”

Study 4 (Post COVID, 2020- 2024, ...)



How do you feel about the future? (“thinking ahead....”)



“Any future plans must take into account that there is no ‘one size fits all’ solution.” (2020),

(Not “Prêt-a-porter” but “Haute Couture”)



The Psychologist:
Practice & Research Journal

COVID-19 and Mental health in School-Aged Children and Young People: Thinking ahead while preparing the return to school and to life “as usual”

Margarida Gaspar de Matos^{1,2}, Tony Wainwright³

“ The day after” : Impact on Public Policies in Portugal: A National Agency for Psychological Health and Wellbeing

- **Psychological Health – pupils and teachers (2022)**
- **Identifying personal and environmental resources that may promote psychological health and well being** - *within the frame of ESCOLA 2123+ (2021-2023) / Ministry of Education*
- **Social Emotional Competences questionnaire (OECD), SDQ, PYD, HBSC, WHO5 and DASS**
- **Monitoring - new study (2024) – National Agency of Psychological Health and Wellbeing**
- **Aventura Social/ DGEEC/ DGE/ PNPSE/ OPP/ FCGulbenkian**

PUPILS & TEACHERS PSYCHOLOGICAL HEALTH (2020-2024)

- From Nursery to 12^o grade (13 grades)
- Teachers

- NUT 2 (5)
- NUT 3 (23)

- Total participants **8000 pupils** ; public schools nationally, aged 5 to 18 and **1480 teachers**

- Mapping personal, social and environmental **resources**
- Mapping personal, social and environmental **difficulties**

And promoting

- **PARTICIPATED ACTIONS!**



PUPILS & TEACHERS PSYCHOLOGICAL HEALTH (Matos et al, 2022 at DGEEC webpage)

Children – (up to 10 yold) - **SDQ teachers' reports** – **more problems with age/ especially boys** – high risk/ 2nd year (7 yo)

Teens – (up to 18) – **SSES/ HBSC/ DASS/ PYD** self –report – **more problems with age / especially girls** – high risk/ 8th year (14 yo)

Teachers – worst **females; older** teachers, longer teaching careers

Pupils: Regions (NUT2 & NUT3) – not a fix pattern matching NUT2 and NUT3- **heterogeneity**

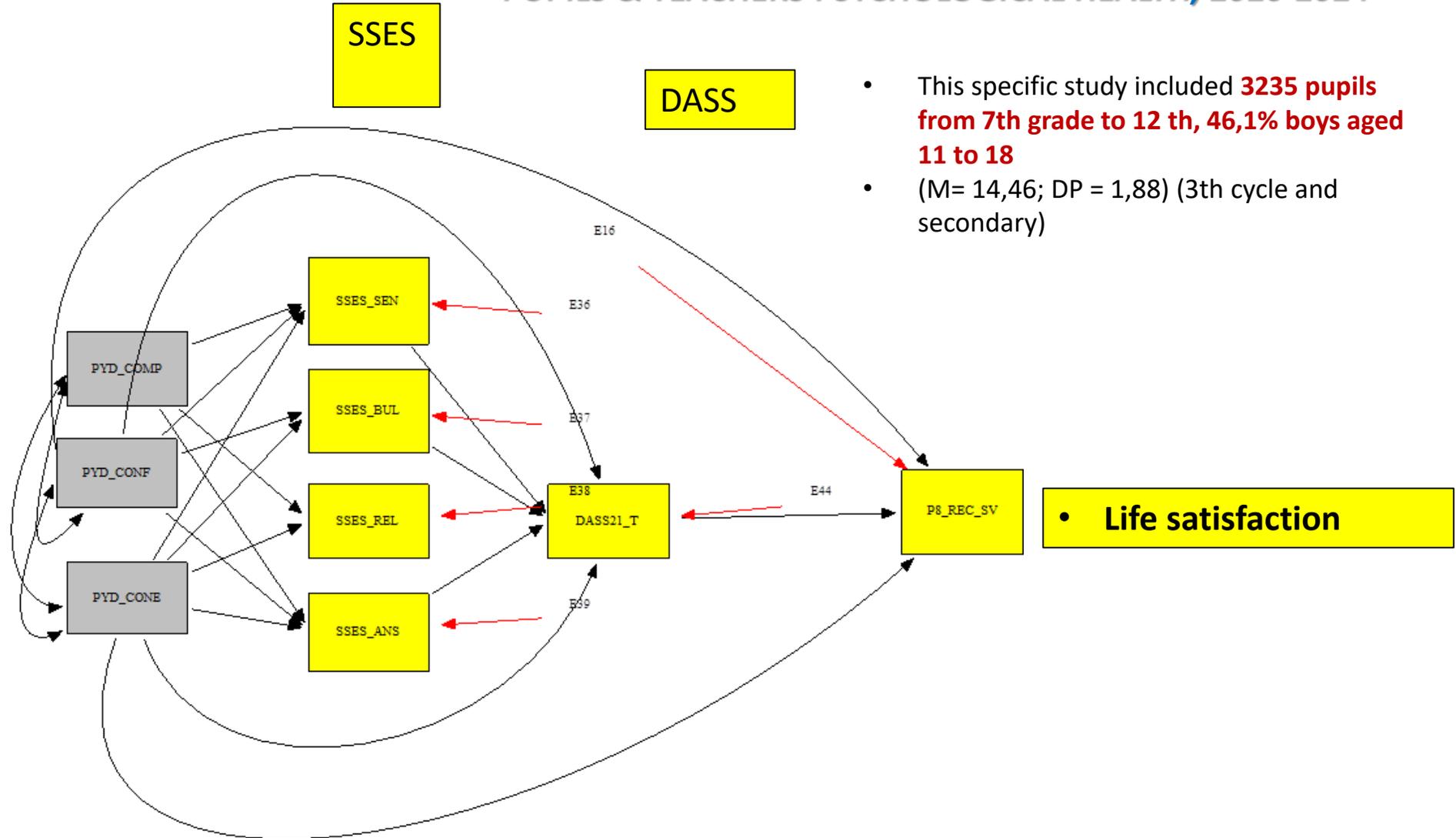
Teachers: No regional diferences/ but **YES** differences depending on **school ethos and the qualities of principals**

1/3 of all pupils showing any sign of distress (2/ 3 no signs of distress)

1/2 of all teachers showing any sign of distress (1/2 no signs of distress)

(Simões et al, 2023)

- PYD**
- Connection
 - Competence
 - Confidence



- This specific study included **3235 pupils from 7th grade to 12 th, 46,1% boys aged 11 to 18**
- (M= 14,46; DP = 1,88) (3th cycle and secondary)

Figure X: EQS 6 bd jovens_short_3c_clean.eds Chi Sq=1358.60 P=0.00 CFI=0.87 RMSEA=0.17

Path analyses a Model with good fit [Satorra-Bentler $\chi^2=186.93$ (15), $p<.001$; CFI=.977; NNFI=.945; RMSEA=.062; SRMR=.034].

PUPILS & TEACHERS PSYCHOLOGICAL HEALTH (2020-2024)

Connection association with **life satisfaction**; **LOW unwellness symptoms/DASS**, **belonging to school**, **LOW bullying**, **more anxiety with tests** , confidence .

Competence association with **belonging to school**, and **LOW anxiety to tests** (*school biased?*).
(*not related to satisfaction with life nor to global wellbeing nor low unwellness symptoms!*)

Confidence association with **life satisfaction**, **LOW unwellness symptoms/DASS**, **belong to school**, **LOW bullying**, **connection**, **POORER relationship with teachers** and **LOW anxiety to tests**

PUPILS & TEACHERS PSYCHOLOGICAL HEALTH (2020-2024)

Results highlight the need to develop and implement actions promoting **life satisfaction and wellbeing** throughout the promotion of **social-emotional skills, connection, confidence and competence**, calling for a **participatory youth led research and actions**.

Schools is, during these ages, the main area for children and adolescents lives, **a whole school approach is thus recommended** in line with our previous works

(Matos, 2020-2022; Gaspar, 2020-2022; Tomé, 2020-2022; Carvalho, 2020-2022; Branquinho, 2020-2022; Simoes, 2020- 2022)

Crises= oportunities to thrive (creating opportunities for future actions and friendly ecosystems):

Getting PREPARED:

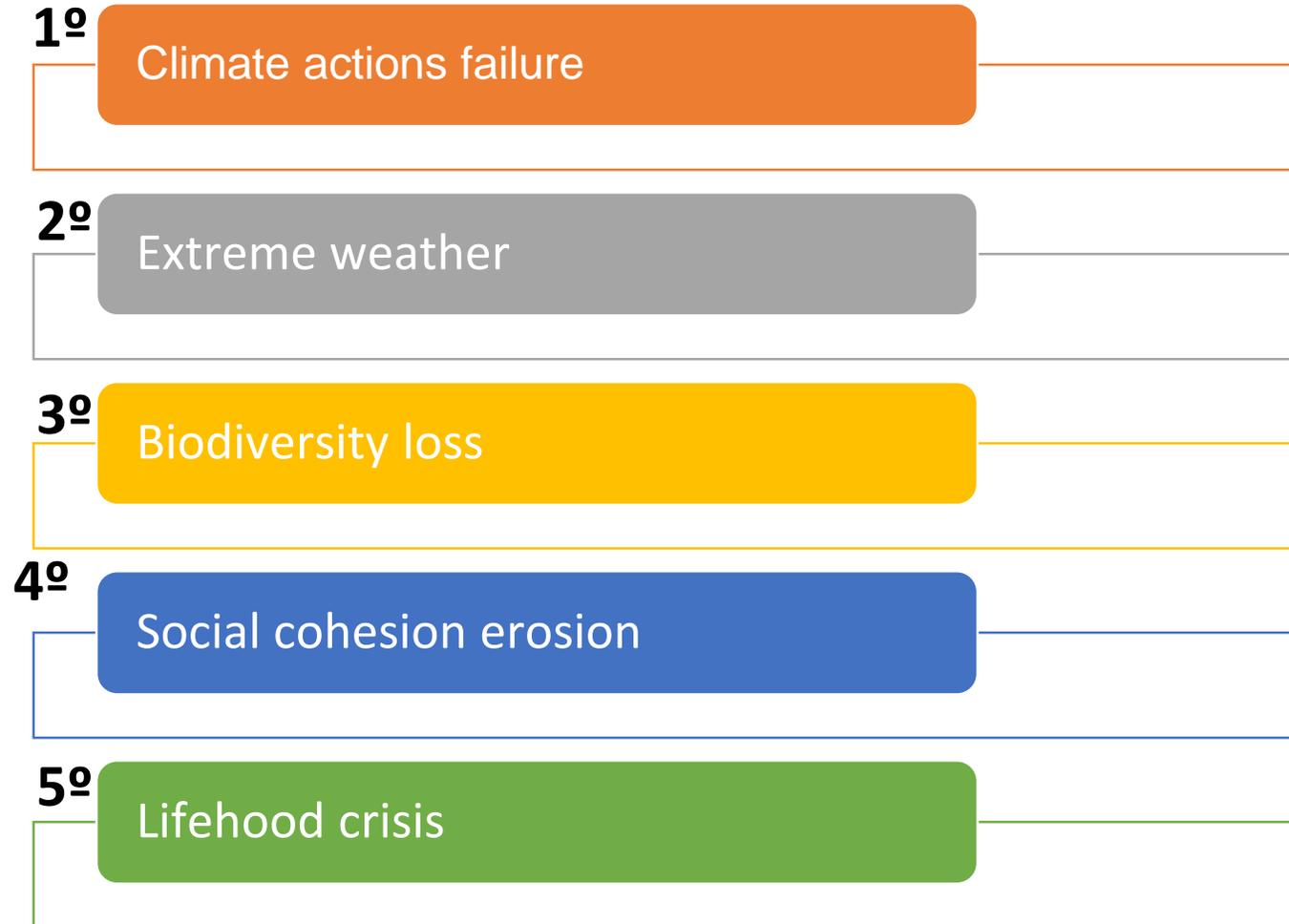
- Recover and validate relevant “pandemic” learning
- Re-signify alternative learning during lockdown
- Maintaining psychological wellbeing and health: shifting recommendations to positive actions
- Listening (to adolescents and between health and education professionals and educators),
- Cultivate well-being and emotional balance, competence, confidence, connection, openness, curiosity, flexibility & participation.
- Valuing the "voice" and the participation of the target communities.
- Take advantage of scientific and technological evolutions (digital, health, mental, social, environmental).
- Implement a methodology of networking and partnership
- Include the well-being of teachers, families and the rest of the educational community (self-care) .

Moving research into action, and into Public policies:

- 1- **Anticipate**: A national system for screening, acting and monitoring (DGEEC/ DGE) (DONE)
- 2- **Alert**: Communicating with “the ecosystems’ inhabitants”: pupils , teachers, psychologists other staff, families, stakeholders, policy makers (ON GOING)
- 3- **ACT**: Promoting a positive “mode”: competences, connection, confidence, trust, synergies and social cohesion (not only the avoidance “ mode”) (ON GOING)
- 4- (next time, **if ever...**) Be prepared: anticipate, alert, act (the 3As)



**What are the more severe
risk on a global scale over the
next 10 years?
Get ready!**





Equipa AventuraSocial



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Site Aventura Social

Hvala!

V veselje mi je bilo biti z vami in zahvaljujem se kolegici in prijateljici Ani Kozini za to priložnost, da sem se vrnila v Ljubljano.



Margaridagasparmatos@medicina.ulisboa.pt



Facebook Aventura Social



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Being Young in 2022 and getting prepared for the future: the 3As – Anticipate, Alert and ACT

Margarida Gaspar de Matos, PhD



Clinical and Health Psychologist

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