



University of
Zurich^{UZH}



JACOBS
CENTER

Annual Report

Jacobs Center for Productive Youth Development

2024

www.jacobscenter.uzh.ch



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Much like the Koru



Moritz Daum

Prof. Dr.

Director of the JCPYD

Professor of Developmental Psychology Department of Psychology, UZH

The Koru – the Māori term for the spiral shape of an unfurling silver fern frond – symbolises growth, strength, and resilience. Like the Koru, child and youth development is a dynamic journey: a delicate balance of reaching outward while remaining rooted in solid ground. The Jacobs Center for Productive Youth Development embodies this spirit. Through interdisciplinary collaboration, we nurture the potential of young people as they navigate our rapidly changing world.

In 2024, our research embraced the Koru’s ethos of harmonious expansion while maintaining a focus on the Jacobs Center’s three core areas: Individual Variation, Social Bonds, and Education. By studying the interplay of biology, environment, and society, we uncovered how growth unfolds. As you will learn from this report, we explored family brain dynamics, linked social status to health outcomes, bridged individual choices with cultural norms in parenting, and reimagined schools as ecosystems that foster not only academic skills but also emotional resilience and lifelong well-being. This year also marked bold strides outward. The EU-funded LEARN initiative partnered with researchers from 11 European teams to consolidate and disseminate scientific evidence on educational inequalities, facilitating informed policymaking and public engagement.

The z-proso NextGen study explored how childhood experiences shape future parenting. Peer mentoring groups like Brainfood and the R Group became vital spaces for early-career researchers, embodying the Koru’s blend of structure and adaptability.

None of this would flourish without collaboration. The Jacobs Foundation and the University of Zurich, along with partners such as the Swiss National Science Foundation and the EU, provide the fertile ground for our mission. Our team of over 60 researchers – spanning various fields related to developmental science – fuels this work with curiosity and dedication. Together, we aim to transform data into tools that empower teachers, parents, and policymakers to foster resilience in youth.

Yet, like the Koru, our work is constantly evolving. As different stressors challenge societies, we stay dedicated to listening, adapting, and advocating for evidence-based solutions.

Allow this report to inspire you, as the Koru inspires me: a reminder that child and youth development is fragile and resilient. At the Jacobs Center, we cultivate knowledge rooted in science to create a societal impact. Join us in shaping a future where young people can realise their full potential.

A word from UZH and the Jacobs Foundation



Elisabeth Stark

Prof. Dr.
Vice-President Research of UZH
and Vice-President of the Jacobs
Center Steering Committee

“Growing Up Happy” (Glücklich gross werden) was the title of the December edition of the UZH Magazine. Featuring numerous researchers from the Jacobs Center for Productive Youth Development, the issue put a spotlight on the Center’s outstanding contributions to the field of child and youth development and its societal impact. In a similar spirit, this report showcases the Center’s many achievements of the past year.

Among these accomplishments are the approval of the EU-funded project “LEARN”, led by Moritz Daum and Doris Hanappi, and of two research projects supported by the SNSF: a Starting Grant awarded to Mirella Manfredi and the continuation of the longitudinal z-proso project. Furthermore, Nora Raschle was elected to the Board of Directors of Citizen Science Zurich, reflecting her contributions to the field and the Center’s growing influence in citizen science initiatives. Congratulations! As Vice President Research of the University of Zurich, I am also proud that, in collaboration with the Jacobs Foundation, the Center launched the Swiss Evidence in Education Lab (Swiss EdLab) in 2024. I commend this joint initiative which aims to create a national platform enabling policymakers to access and apply latest research results. I would like to express my heartfelt thanks to the Jacobs Foundation for their years of trust and unwavering support of the Center’s mission to advance research on child and youth development and to ensure its meaningful translation into policy and practice.



Simon Sommer

Co-CEO of the Jacobs
Foundation and President
of the Jacobs Center
Steering Committee

Switzerland is known for its excellence in research and education, and the Jacobs Center for Productive Youth Development plays a critical role in this. By investing in cutting-edge research at the Center, the University of Zurich and the Jacobs Foundation aim to create a Switzerland where young people can thrive. This report highlights some of the many activities addressing the wide-ranging challenges faced by children and young people today. The Swiss education system is a cornerstone of our society, and the efforts of the Jacobs Center are designed to complement and strengthen this foundation. Through interdisciplinary research and research translation, the Jacobs Center is dedicated to helping society equip young people with the skills and knowledge they need to succeed in an ever-changing world.

As we reflect on the accomplishments of the past year, we are filled with hope for the future despite the critical and uncertain times we find ourselves in. The work of the Jacobs Center is a testament to the impact committed research and collaboration can have on child development. We remain committed to our mission of supporting the Swiss educational ecosystem.

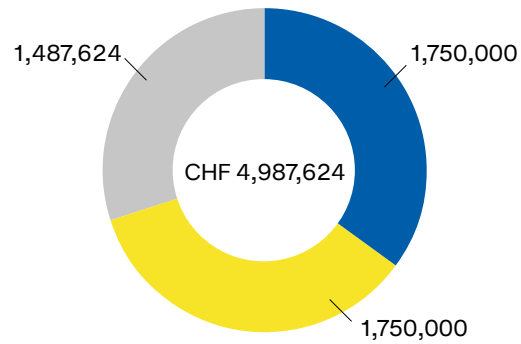
The Jacobs Foundation’s commitment to advancing child learning and development in Switzerland remains as strong as ever, and so does our support of the Jacobs Center for Productive Youth Development and the University of Zurich.

I thank the entire team at the Jacobs Center for their continued and productive partnership.

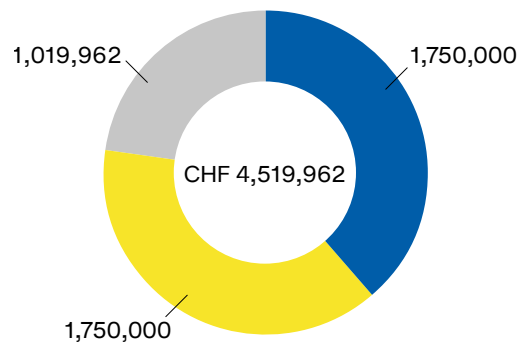
Key figures

The Jacobs Center is a joint venture between the University of Zurich and the Jacobs Foundation (JF). Total funding: CHF 70 million over 20 years, shared equally by UZH and JF. UZH and JF each contribute CHF 1.75 million annually. In 2024, the Jacobs Center acquired new third-party funding totaling CHF 1.48 million.

Finances 2024 (in CHF)



Finances 2023 (in CHF)

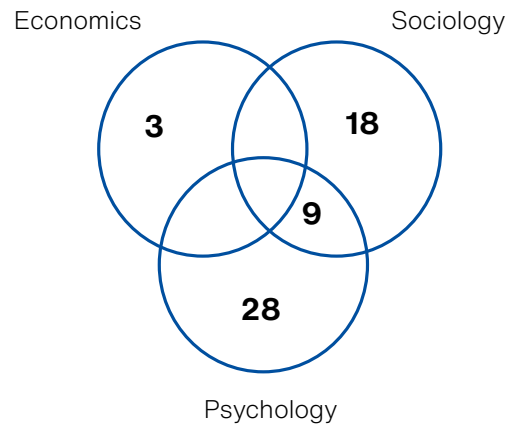


- University of Zurich
- Jacobs Foundation
- Third-party funds

Publications

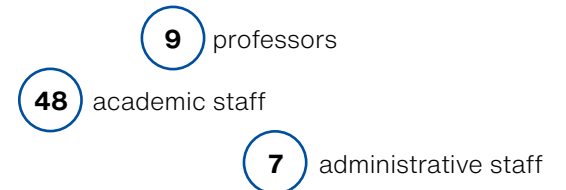
58 scientific publications

9 including interdisciplinary publications



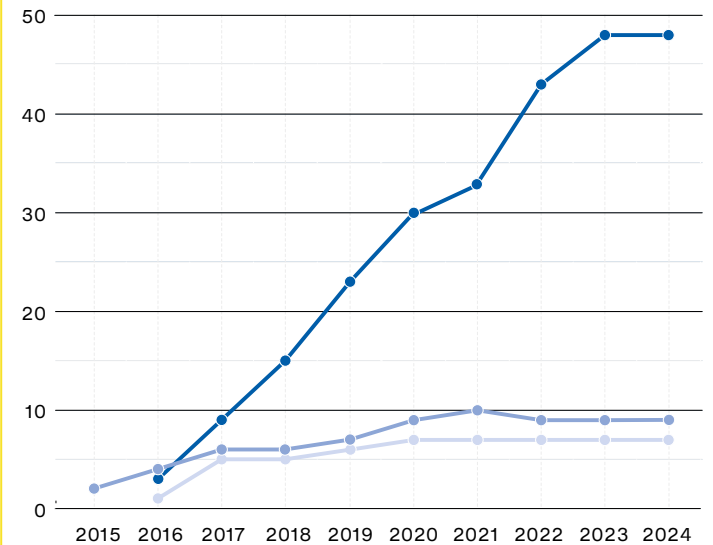
The Jacobs Center

64 highly motivated employees



We also work internationally and across disciplines with numerous professorships from different institutions.

Personnel development



- Academic staff
- Professors
- Administrative staff

The Jacobs Center team



- | | |
|------------------------------------|---------------------------------|
| 01 Esmee Aalders | 33 Stephanie Kernich |
| 02 Margit Averdijk | 34 Anna Lehmann |
| 03 Till Baier | 35 Miriam Löffler |
| 04 Ivan Barón | 36 Michelle Loher |
| 05 Laura Bechtiger | 37 Francesca Mele |
| 06 Sabrina Beck | 38 Lea Mörsdorf |
| 07 Marco Bleiker | 39 Sara Mohammadi |
| 08 Réka Borbás | 40 Preveen Panakkal |
| 09 Ana Bràs Monteiro | 41 Benjamin Poilane |
| 10 Marlis Buchmann | 42 Thomas Poppenwimmer |
| 11 David Bürgin | 43 Nina Raduner |
| 12 Kaspar Burger | 44 Nora Raschle |
| 13 Lea Buzzi | 45 Sudharshan Ravi |
| 14 Ana Costa-Ramón | 46 Denis Ribeaud |
| 15 Moritz Daum | 47 Joanna Rutkowska |
| 16 Plamina Dimanova | 48 Dennis Saikkonen |
| 17 Marta Dobrijevic | 49 Valéry Sailly |
| 18 Raffaella Dimastrochicco | 50 Sebastian Sauppe |
| 19 Lukas Eggenberger | 51 Sofia Scatolin |
| 20 Manuel Eisner | 52 Gioia Schär |
| 21 Elena Federici | 53 Kevin Schönholzer |
| 22 Ines Florin | 54 Maria Schönholzer |
| 23 Sabine Gysi | 55 Lilly Shanahan |
| 24 Mirjam Habegger | 56 Michael Shanahan |
| 25 Doris Hanappi | 57 Maeike Slikkerveer |
| 26 Natascha Helbling | 58 Michaela Slotwinski |
| 27 Jens Heumann | 59 Sandro Stutz |
| 28 Mairena Hirschberg | 60 Albert Thieme |
| 29 Hira Imeri | 61 Valentina Vylobkova |
| 30 Clarissa Janousch | 62 Lisa Wagner |
| 31 Lydia Johnson-Ferguson | 63 Stephanie Wermelinger |
| 32 Stefan Kappeler | 64 Ulf Zöltz |

Parenthood and the communication of values

Values are passed on to children through parents, the extended family, friends, and society. Ulf Zölitz and Moritz Daum explain how research about child development needs to combine the micro-perspective – such as the individual parent-child relationship – with the macro-perspective that considers the societal structure and its impact on children.



Social Bonds

What role do caregivers play in a child's development?

Statements like “What is love?” and “I consider my child an equal partner in their educational journey” express parental worldviews and values, which shape how parents raise their children. The transmission of values within the family has always been an essential element of raising children. But what do parents actually pass on? What do they mean when they speak of love, autonomy, being a good citizen, or authority? Moritz Daum, Professor of Developmental Psychology, and Ulf Zölitz, Professor of Economics, sat down for this article to discuss their findings on the transfer of values, world views, and images from parents to their offspring.

When speaking of values, the question of methodology becomes crucial. Ulf Zölitz and his team conducted the World Parenting Survey, asking 47,000 parents in 42 countries about their parenting styles and values. The questions focused on whether a parent explains why certain rules are in place or not and how much time a parent spends with their child each week. Such a descriptive approach has the advantage of probing parents' values and parenting styles more directly, without getting hung up too much on terminology.

Political structures and economic needs

One result of Ulf Zölitz's research makes intuitive sense: there are differences in parenting styles, world views, or values across different countries. He stresses that the

environment in which a child is raised is an important factor in the development of a child's values and worldview. In more autocratic countries, values such as compliance and obedience are more critical for success in life than in democratic countries. Consequently, parents in autocratic countries may have a more authoritarian parenting style than parents in democratic countries. Similarly, the economic situation and the development of welfare systems also impact parental values and world views. In some countries, children are still considered a form of retirement plan.

After the Second World War, the development of "attachment theory" led to a major shift in the richer countries regarding the concept of what children are and what they need. It is now widely understood and recognized that children need a benevolent and caring relationship with their caregivers. Understanding this has led to a shift in parenting styles from a pure focus on upbringing, that is, feeding and housing a child, to an approach that extends the focus to a child's emotional and psychological needs.

Both Zölitz and Daum stress that although differences were observed between different cultures and countries, the variability of results within the same country was much greater. "There is no 'Swiss' approach to education, values, and worldviews," says Zölitz. "Just ask parents from the French-speaking part of Switzerland and compare them to those from the German-speaking part, and you will see big differences," confirms Daum. What intrigued them both were global differences across parents. Although economists usually have a macro-perspective on results, both researchers emphasize the importance of combining this with a closer look at family level factors. Looking at parenting couples from different cultures or countries confirms this: "Ultimately," says Zölitz, "a parent's personality determines values, parenting styles, and world views. Rather than reducing personality to pathological traits or political opinions, it is more important to understand how a parent reacts in specific situations."

After looking at the parents' reactions, some noticeable observations were made. Parents who had their children at a younger age (in their 20s) are more permissive and less authoritarian in their parenting style. Parents who had their children in their 30s or even later are more balanced in their parenting styles. Instead of sticking to only one style, they tend to pick from a variety of styles. The World Parenting Survey also found that older parents spend more time with their children than younger ones. Both observations are likely linked to older parents having a better economic situation and a more mature personality. As Moritz Daum points out, parental values



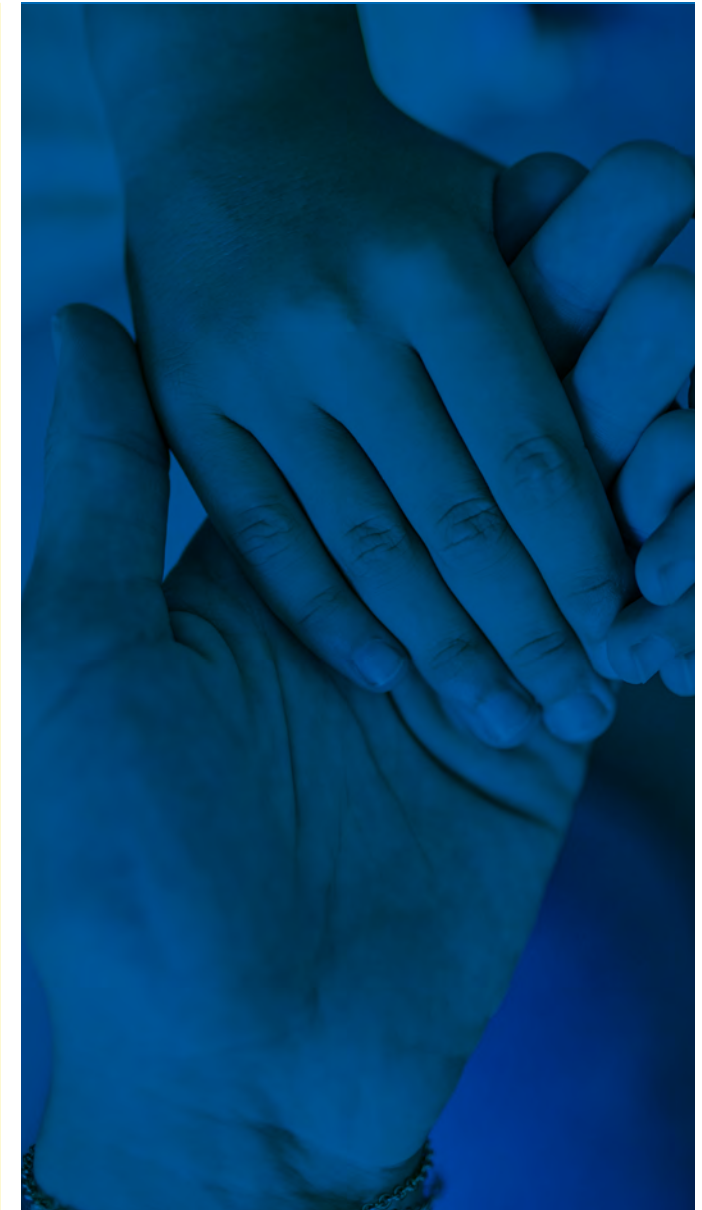
and approaches can vary significantly from child to child. Parents with several children react and adjust to their children's individual behavior and biological constitution. For example, suppose one child is very calm, cheerful, and has no major health issues in their early years. In that case, parents will act and react differently to this child than to another child who may cry a lot because of gastric problems or who is particularly affectionate and needs a lot of physical contact. Such small differences can alter parents' views on education and shift the importance of values for one child compared to the other.

Children influence their parents' education style

Shifting focus from the parents to the children, the researchers discussed the influence of external childcare, such as daycare centers, and the child's gender. Both seem to play a role in shaping children's values. Moritz Daum explains that by attending a daycare center, a child is exposed to new sets of values and worldviews. Typically, children spend the first two to three years of their lives predominantly at home and are thus shaped by their parents' environment. By attending a daycare center, children interact with adults and other children who have different values and worldviews. These interactions ultimately challenge children and can positively and negatively impact them. For Daum, the most important factor when talking about external childcare is the quality of the service provided. "External childcare is not good or bad per se. It very much depends on the quality of the institution to which I entrust my child."

The gender of a child seems to have a significant influence on the parenting style and transferred values, too. The World Parenting Survey shows that, on average, parents spend more time with their sons than with their daughters. The time investment differs strikingly when comparing fathers and mothers. As Ulf Zölitz explains, the greater the gender inequality in a country or culture, the greater the discrepancy in time investment. He stresses that the discrepancy, especially among fathers, may not be rooted in bad intentions. The reasons may be rooted in the intention of preparing the son or daughter for his or her role in society. Daum adds that unconscious biases can very much influence the way parents and educators look at children and what they teach them, whether it is the bias that girls are better at languages and boys are stronger in math or simply having a stereotype-triggering first name, which is considered particularly intelligent or not.

Ultimately, Zölitz's findings show considerable differences in parenting styles, transferred values, and images of children between different countries and regions. These differences are remarkable, but the parents' personalities are still the most important factors in a child's upbringing. Thus, while it does matter where a child is born – whether in Bangladesh, Chile, or Sweden – what matters even more is what the child's parents are like. This is another key finding of the World Parenting Survey. A project that spans different levels of observation, scientific disciplines, and whole continents. "In short," says Daum, "this study is exactly what the Jacobs Center is all about!"



Teaching emotional regulation and social skills: New challenges for schools

As Western societies change and become increasingly diverse, school systems must adapt accordingly. How can we transform traditional educational structures to create more inclusive systems? In an insightful conversation, Lilly Shanahan, Ana Costa-Ramón, and Denis Ribeaud offered comprehensive perspectives on the changing dynamics of school systems in Western societies.



Education

How are school and teaching related to a child's development?

Today's school systems face multifaceted challenges closely linked to societal changes such as shifting gender roles and immigration over recent decades. One of these challenges comes in the form of increasing immigration and the resulting heterogeneity of pupils, as Denis Ribeaud highlights. Sociologist and criminologist by training, the Senior Research Associate has spearheaded multiple projects at the Jacobs Center. According to him, linguistic barriers and cultural diversity can cause parents to have different values, leading to diverging expectations of what schools should or should not do. Another challenge is how timetables are structured, especially in elementary schools which often don't offer daycare. For instance, if students have to return home for lunch since there is no daycare at the school, one of

the parents has to be at home to receive them. "This is a part that is usually done by women as it has traditionally been the expected duty of women," Ribeaud clarifies. In turn, this will affect the working hours of women and, subsequently, the economic dynamic of the household. A third challenge that schools face is integrating students with learning disabilities. Despite this, many school structures in Switzerland have remained unchanged, making it difficult to address these issues effectively. Lilly Shanahan, Associate Professor at the Department of Psychology, stresses that "we have a shortage of clinical child and adolescent psychologists. For instance, if a child has ADHD or needs evaluation for learning problems, they must sometimes wait for six months or longer for professionals who can evaluate, which in

turn can affect the children, their parents, and teachers, and even entire schools.”

Expanding the role of schools:

Teaching emotional regulation and social skills

Schools today must teach children a broad range of skills beyond traditional academic subjects. Shanahan notes that “schools are already doing an incredible job, and we should also talk about what they have already achieved.” However, she emphasizes that the school systems need to rethink their curricula: “What schools have to address

in addition to math and languages is teaching emotional regulation skills, social and civic skills, and also preparing young people for their professional life.” Essentially, a school’s core mission should include developing students’ social skills to live in a complex and diverse society. Lilly Shanahan’s research in the United States focused on “self-regulation from childhood to adulthood.” Her findings indicate that “children who were able to regulate their behavior and emotions better, which in part they learned in the school context, were doing better in terms of their mental and physical health in adulthood.”

When measuring academic achievement, the study revealed that academic performance also reflected social competence. Students with better “self-regulation and social skills” tend to have better grades. According to Shanahan, “investing beyond traditional childhood education is worthwhile because self-regulation and social skills contribute to school performance but also to health and well-being later in life.”

As Ana Costa-Ramón, Assistant Professor of Economics of Child and Youth Development, summarizes, “developing non-academic skills is crucial.” However, she also highlights implementation challenges, noting that “measuring these alternative skills, finding ways to improve them, and enhancing students’ lives across multiple dimensions” remains a primary objective and challenge. She adds that “how to teach what we teach” deserves further “examination and study.” Building on this point, Shanahan suggests that “teachers’ education should also be adjusted to what is expected of them in school. In addition, schools need support from more personnel, because it is unreasonable for teachers alone to cover all the difficult tasks that schools have to fulfill.”

Costa-Ramón further emphasizes the vital role of schools in providing structure, creating consistency, and nurturing students equally regardless of background. She explains that “schools can be a great equalizer for kids from different backgrounds. Changing home structure is much harder, but they have similar resources in school. Schools can compensate for needs that aren’t met at home.”



Ribeaud reminds us that the increasing challenges in school systems don't stem exclusively from systemic deficiencies but that the socioeconomic and diverse cultural backgrounds of students inevitably influence their behavior in school as well as their academic performance. According to his research on school career models, gender played a significant role in students' performance in secondary school and apprenticeship: Immigration background in boys tends to affect their performance in school more than their female peers of the same circumstances, whereas there is hardly any difference between girls with a migration background and boys without a migration background at age eighteen.

Educational policies and artificial intelligence

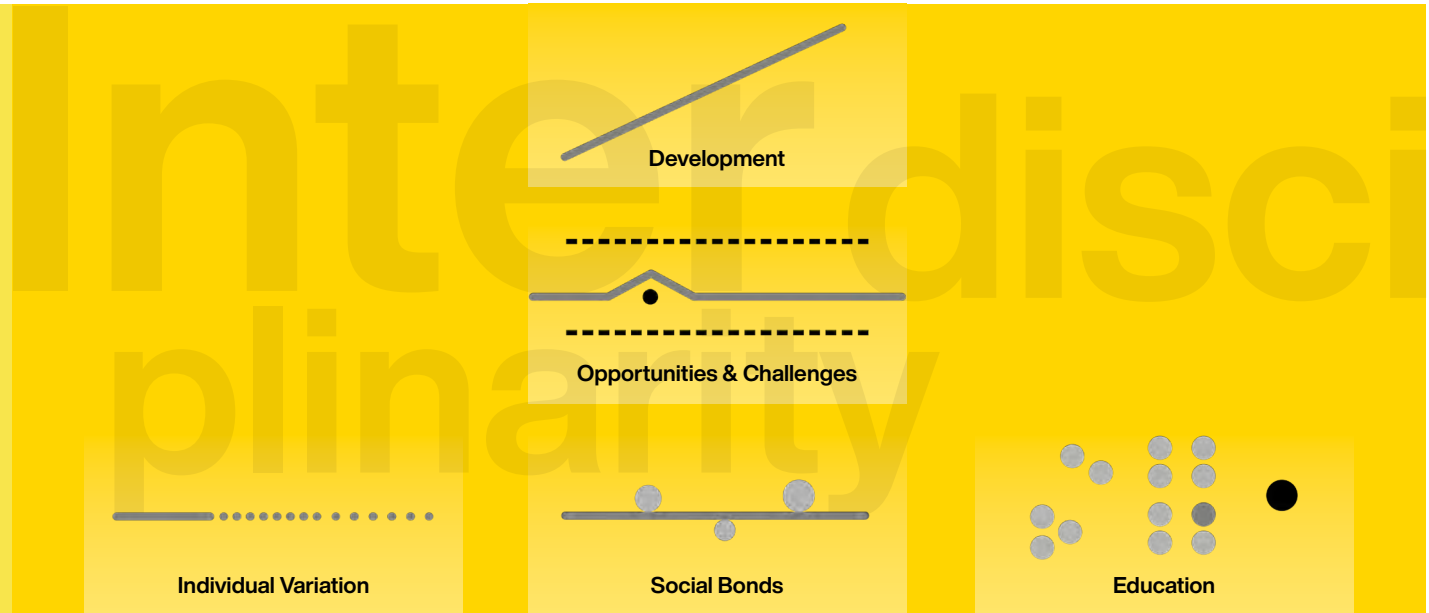
Educational policies in Europe, the United States, and other regions have been evolving to better prepare schools for the future. For instance, more external support systems have been adopted to assist teachers in classrooms in dealing with the overwhelming situation resulting from integrative policies. As Shanahan stresses, "teachers have to be supported appropriately." According to her research and experience in the US, many school districts offer additional assistance to teachers who have students with behavioral problems. "In some cases, there is a second person in the elementary school classroom as the teacher's assistant. Also, if a child has behavioral problems, a person can be assigned full-time to assist them. This is not cheap, but it benefits everyone involved."

Apart from human resources, schools are adapting to technological changes in society, particularly with the emergence of artificial intelligence (AI). This has led to a very controversial debate among scholars and the public. Reminding us that AI has already entered the schools, complementing the older system, Shanahan asserts that "a huge part of school is learning how to function in social groups, how to interact with your peers, how to interact with adults, or how to deal with failure. Those are all things that, at least at the moment, you can't fully learn by interacting with a computer program or AI. There is a human element, plain and simple." She also highlights the flaws of AI where it can be "biased because it is trained on materials created by people, many of whom have their own biases." For instance, there have been reports of "racial bias and bias against women by AI." In short, AI can be extremely useful in school contexts if used responsibly for certain assignments, such as learning about a new topic or even learning a new language. Importantly, in school, children learn "the responsible way to deal with AI, learn what's real and what's fake." Costa-Ramón adds that schools are necessary as independent structures in children's education: "Isolation caused by social media is among the common concerns nowadays. And the school time appears to be a safe break during the day." In conclusion, Ribeaud notes that the lack of skills to monitor and guide children toward healthy technology use requires further research and consideration.



Searching for the “true spirit” of interdisciplinary research

Studying complex topics such as youth development requires perspectives from experts with diverse backgrounds. Researchers Nora Raschle, Assistant Professor of Psychology of Childhood and Adolescence, and Michael Shanahan, Professor of Child Development, explain how they approach interdisciplinary collaborations at the Jacobs Center for Productive Youth Development.



Studying youth development requires input from experts in many fields, from neuroscience to psychology and education. How do researchers in such interdisciplinary projects ensure effective collaboration across multiple fields, where methodologies and conventions can differ markedly? Nora Raschle and Michael Shanahan delve into their collaborative projects at the Jacobs Center and the joys and challenges of working at the intersection of multiple disciplines.

Interdisciplinary collaboration in action

Nora Raschle is an assistant professor of developmental neuroscience whose group works on understanding how the human brain develops, grows, and learns, focusing on factors affecting development and how the brain

changes throughout youth. One of Raschle’s highlights from the past year is the SNSF-funded SMILIES project, where the brains of parents and their children are studied using neuroimaging. “We study socioemotional brain development in entire families,” she says. “It’s a huge accomplishment by my team, and I am very proud of it.” Raschle’s group is also involved in numerous collaborative efforts that bring together different experts, from clinicians to neuroeconomists and other human brain researchers. “Everyone has their topic, but we also try to inform one another about the bigger picture,” she says with regard to another project of hers, a research priority program at the University of Zurich called “Adaptive Brain Circuits in Development and Learning.” The project aims to study how we learn, from the single

cell level up to brains and entire organisms, using various techniques, including neuroimaging, behavioral studies, and microscopy.

Michael Shanahan, a professor of sociology, leads a team that studies how social environments affect gene expression patterns that are determined by the regulation of the genome, with a special focus on status and health outcomes. “Status is related to so many aspects of health – it’s the ‘master variable,’” he explains. “It takes a very diverse group of people to study this

because it takes many different types of expertise, different types of specialists. I’ve really tried to work with people who don’t overlap with my abilities at all.” Raschle cites Shanahan as a “role model” in her own career, precisely because of his commitment to surrounding himself with diverse areas of expertise, which she is also aiming to do in her group.

Collaborative work can lead to exciting outcomes with unprecedented depth, but it is not without its challenges. One of them is understanding when it is time to begin

reaching out to other disciplines and taking the risk to venture outside your comfort zone. “When you can appreciate the narrow-mindedness of your discipline, you’re encouraged to go elsewhere,” Shanahan notes. “You need to become an expert to see the limitations of your own field,” Raschle adds. Indeed, Shanahan’s work at the crossroads of sociology and health is driven by an appreciation of the narrow-mindedness of sociology. “Sociologists have a strong interest in status and health,” he says, “but they are less interested in developing models that extend from society to cell.”

The drive to venture beyond a single discipline’s usual range can bring researchers to exciting new shores. Raschle recalls the early days of her career when she first began to embrace interdisciplinarity: “Going to conferences outside my field made me feel like I don’t understand anything!” she laughs. “I can do this with more confidence now than I could in the early days, and it opens up a whole new range of possibilities,” she says. Michael Shanahan has similar memories of his early forays outside his field of sociology. “It was like speaking a foreign language!” he recalls. He reflects on the importance of clarifying your work to those outside the field. “I always really strived to make sure that people from different disciplines had some appreciation for what’s happening,” he explains. “To do that, you have to speak different languages simultaneously – and it’s really fun to develop that skill.”



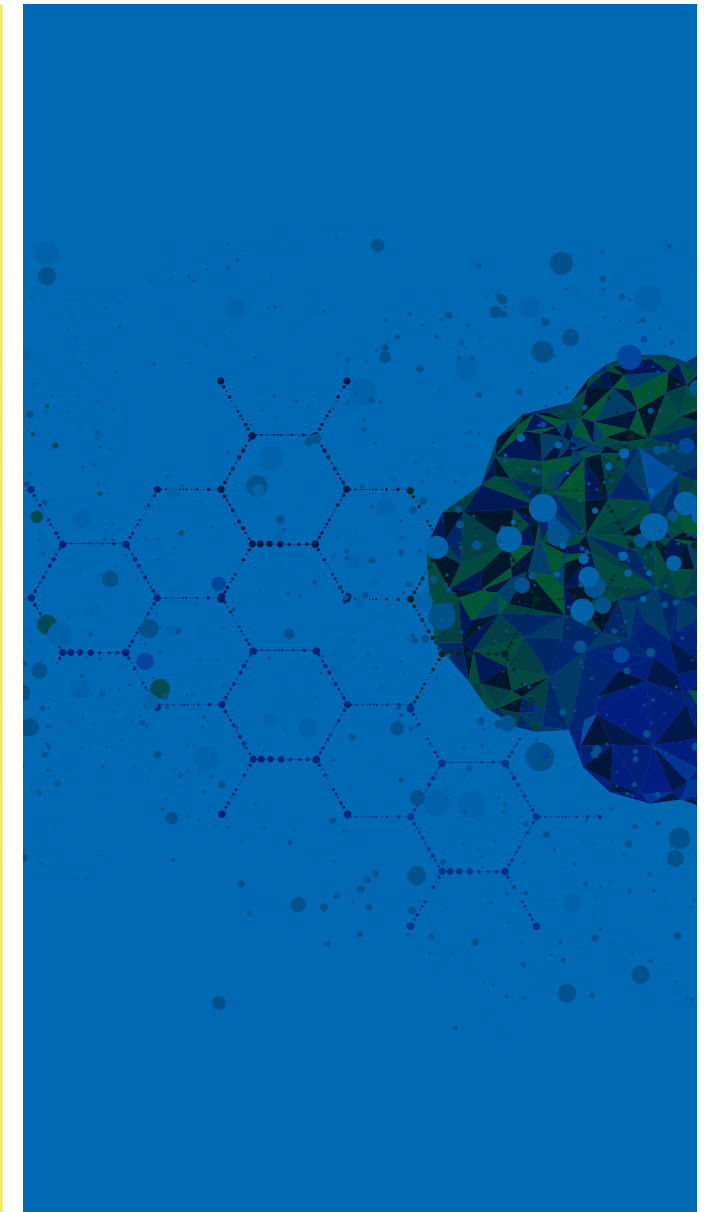
Challenges, communication, and growth

Communicating your work is one thing, but convincing others of its value, especially those outside your immediate field of expertise, is another. “Different disciplines have different ways of using the data to persuade people,” Shanahan explains, “and that has been an interesting source of exchange in my lab – everyone has different standards by which they’re persuaded.” Ensuring that the evidence created could persuade people from different fields is paramount in interdisciplinary projects. “I have to persuade my fellow sociologists,” Shanahan goes on, “but I also have to think about persuading people from other disciplines – and that makes life very interesting.”

Nora Raschle adds that understanding and accepting the limitations of one’s own field, and all the methodologies and paradigms that come with it, is crucial for effective communication and self-aware collaboration. “My discipline can be very messy and variable, whereas another discipline might be able to make a much clearer statement and control variables that I can’t. Being aware of both of those sides is important.”

For Raschle, in particular, collaborative efforts extend outside of academia, bringing exciting new opportunities for exchange. Raschle’s group is involved with the Growing Brains project, which focuses on science communication and outreach on the topic of neuroscience. “We aim to engage in dialogue and develop a relationship with the general public and with the kids and adolescents we work with – not talking at people but rather with people, and aiming to increase science literacy,” she explains. “Not participating in outreach and advocacy is almost not an option anymore, so how can we provide something meaningful beyond our labs? I see that it also makes my research team members more eager, and hopefully better researchers and people, to have these interactions and be reminded of what we’re doing and whom we’re doing it for,” she stresses. Efforts like Growing Brains work to communicate the importance of studying human brain development to the general public, increasing the visibility of the field and demonstrating how collaborations between disciplines are essential for its success.

Fundamentally, everything comes down to effective communication between participants and a willingness to be open and learn indefinitely, at all career stages. “I don’t like to feel like I’m competing to be right,” Raschle says. “Within interdisciplinary exchanges, I wish that we would listen to each other more, and treat these discussions as exchanges to be gained from, rather than a competition to be won,” she adds. “That is the true spirit of interdisciplinary research,” Shanahan concludes.



New externally funded research projects

EU LEARN:

A closer look at Europe's deep educational inequalities

Deepening educational inequalities persist in Europe, despite its highly educated societies. Inequalities in learning outcomes, access, and final attainment are worsening across socio-economic, gender, and ethnic lines. In this context, the EU-funded LEARN project takes a longitudinal approach, examining patterns in nine carefully selected and contrasting European countries. LEARN will provide evidence-based interventions, map existing data, and develop tools to empower policy-makers in their quest to reduce educational disparities and forge a more equitable future. As LEARN enhances the evidence base for education policymaking, its positive impact promises to resonate for decades to come.

PIs: Moritz Daum, Doris Hanappi | CHF 344,273

The impact of women's and men's careers on the family and children

Research Cooperation with Uppsala University

The goal of this project is to shed new light on the constraints faced by women with children when moving up the professional ladder. We will investigate the differential impact on family well-being of positive labor market shocks to men's and women's careers. We will provide the first causal evidence on how job promotions affect time allocation within the household, the labor

responses of the spouse, marital stability, fertility decisions, the well-being of parents and children, as well as child development.

PI: Ana Costa-Ramón | CHF 123,611

SNSF z-proso 2025–28

Since 2004 z-proso has tracked 1,300 participants. During the funding period from 2025 to 2028, the z-proso team will conduct new data collections, including a 28-year follow-up, enabling innovative research on human development, with a special focus on violent and aggressive behavior, mental health, substance use, and life outcomes. Emphasis will also be placed on facilitating data sharing and fostering collaborations through SWISSUbase and the zReN Network. The continued support by the SNSF strengthens z-proso's position as a leading research infrastructure for interdisciplinary studies on life transitions.

PIs: Denis Ribeaud, Lilly Shanahan | CHF 1,000,000

PRC Seed Grant 2025

Clarissa Janousch (also at Zurich's University Hospital of Psychiatry, in the Experimental Pharmacopsychology and Psychological Addiction Research group, led by Boris Quednow) and Laura Bechtiger from the Risk and Resilience group, led by Lilly Shanahan, have been awarded a Seed Grant from the UZH Population Research Center to investigate the rising youth mental health crisis and its underlying factors.

PIs: Clarissa Janousch, Laura Bechtiger | CHF 19,740

Our new UZH teaching funds “focus_innovation”, University of Zurich

Strengthening mental health together: Long-term skill acquisition for studying and working

Students face many challenges during their studies and through the transition to work. The interdisciplinary team from the Jacobs Center (Valentina Vylobkova, Lisa Wagner, Moritz Daum) and the Center for Salutogenesis (Anja Lehmann, Georg Bauer) has designed an interactive module entitled “Strengthening Mental Health Together: Long-Term Skill Acquisition for Studying and Working.” It provides scientifically grounded knowledge and practical skills based on psychology, medicine, theology, and sports science. Students learn to apply key mental health strategies and strengthen personal resources in everyday life. The module takes a resource-oriented, positive health approach. It is offered at the UZH starting in fall term 2024 and has received funding from ULF UZH for a total of four semesters.

PIs: Moritz Daum, Georg Bauer | CHF 98,739

Expansion and evaluation of learning in small study groups at UZH

The project “Expansion and Evaluation of Learning in Small Study Groups at UZH” supports student learning and social integration through structured peer collaboration. First-year students can voluntarily register and are randomly assigned to study groups of four peers. This low-threshold offer enables students to work together on course content, helping to strengthen study habits and build academic networks. With funding from the ULF “focus_innovation” program, the initiative will be expanded across a variety of courses at UZH. The project also aims to better understand which student characteristics are associated with group participation and how small study groups can enhance the learning experience more broadly.

PI: Ulf Zöllitz | CHF 78,000

Peer mentoring group: Brainfood

The mission of the Brainfood peer mentoring group is to connect young UZH researchers who are investigating the human brain using various neuroimaging methods and to help them expand their knowledge.



Organizing team

Dr. Plamina Dimanova

Jacobs Center for Productive Youth Development

Dr. Réka Borbás

Jacobs Center for Productive Youth Development

Nina Raduner

URPP Adaptive Brain Circuits in Development and Learning (AdaBD), University of Zurich

Dr. Sarah Di Pietro

URPP Adaptive Brain Circuits in Development and Learning (AdaBD), University of Zurich

Dennis Saikkonen

Jacobs Center for Productive Youth Development

The Brainfood peer mentoring group, initiated in 2023, proudly continues its mission to connect young researchers in human neuroimaging, providing a supportive space to discuss projects, research, and career-related questions. In 2024, we organized two workshops, two guest talks, four informal “Food for Thought” lunch meetings, as well as two online troubleshooting events. A total of 35 early-career researchers participated in these sessions, contributing to lively exchanges of ideas, tips, advanced techniques, and discussions on new methods and findings.

Our workshops and talks explored state-of-the-art topics, including machine learning in EEG analyses (led by Ruxandra Tivadar and Pinar Göktepe), regression Dynamic Causal Modeling for MRI (led by Imre Kertesz and Herman Galiouline), encoding models (led by Gilles de Hollander), and transcranial current stimulation (led by Basil Preisig). These events enriched participants’

knowledge and skills, fulfilling a key goal of our mentoring group: offering valuable learning opportunities to our community.

The “Food for Thought” lunch seminars provided an additional platform to connect on critical topics such as soft skills for neuroimaging PhD students and postdocs, and mental health in academia. One highlight of these informal events was the session on “Honest career planning” with Ellen Jaspers. The discussions during these meetings not only strengthened our local community but also reassured young researchers that they are not alone in facing challenges. The online troubleshooting sessions created a space for peers to address technical, methodological, and statistical difficulties while learning from each other’s valuable experience with specific setups, software, and models. These informal meetings remain an integral part of our schedule, fostering a culture of support and shared solutions.

Overall, we are proud of Brainfood’s success and look forward to continuing to support our vibrant community of young researchers by creating even more opportunities for connection, learning, and growth in the coming year. We are committed to expanding our reach and welcoming even more early-career researchers to join our journey of shared knowledge and mutual support.

Peer mentoring project: R Group (R)

The R Group connects early career researchers from different disciplines within the social sciences who share a common interest in complex data analysis using the open-source statistical program R.



Organizing team

Dr. Lydia Johnson-Ferguson

Jacobs Center for Productive Youth Development

Dr. Christine Dworschak

Experimental Psychopathology and Psychotherapy,
Department of Psychology

Lukas Eggenberger

University Hospital of Psychiatry and Jacobs Center
for Productive Youth Development

Dr. Laura Bechtiger

Jacobs Center for Productive Youth Development

The R Group is a supportive community for methodologically interested empirical scientists at all levels who want to learn advanced analytical methods, expand their skills, and translate their application to future careers, both within academia and beyond. In 2024, the group had over 50 active members with backgrounds in Psychology, Sociology, Epidemiology, Education Science, and related social sciences. The group organized seven events in 2024, including one career talk, two roundtable discussions, two statistical workshops, and two conceptual talks.

Overall, the R Group's 2024 program had a strong focus on the potential of working with different types of observational data. This was the case in the two workshops, on Bayesian modelling with Gidon Frischkorn (University of Zurich) and on Multiverse analysis with Philipp Masur (Vrije Universiteit Amsterdam). In two conceptual sessions, our guests Ethan McCormick (then University of Leiden) and

Meredith O'Connor (University of Melbourne) introduced us to the similarities and differences of Structural Equation Modeling and Multilevel Modeling, and the challenges and opportunities of combining data from multiple existing data sources, respectively. In a career talk with Melissa Harper, a psychologist working at the International Committee of the Red Cross, we gained insights into her transition from academia to the public health sector, and how she leveraged the skills acquired during her PhD in this new professional field.

A newly established and inspiring format in 2024 has been the roundtable discussion: one on Establishing Causality in Observational Research (with Chris Pryce and Miquel Serra) and one on Preregistration of Observational Data (with Chris Hopwood and Simon Schwab). These two roundtable discussions were co-organized with colleagues from the Population Research Center, PopStats, and thus have included panelists not only from a social science background but also those from a health science biostats background, allowing for more interdisciplinary exchange with people from the Epidemiology, Biostatistics and Prevention Institute, which has been very insightful.

The R Group is a wonderful opportunity to connect with leading experts in cutting-edge statistical analyses and, of course, with the other peers in the group. There is immense value in connecting researchers across disciplines, sharing substantive research questions, and having an interest in similar methods. We hope to continue this initiative in the new year.

Do students and their teachers agree or disagree on ratings of student mental health?

COCON, as not only a multi-informant but also a longitudinal study, is ideally positioned to address teacher judgment accuracy across the educational trajectory.



Prof. Dr. Dr. h. c. Marlis Buchmann

Principal investigator of the COCON study,
University of Zurich

Prof. Dr. Jeanine Grütter

Ludwig-Maximilians-Universität Munich

Prof. Dr. Antonio Zuffianò

Sapienza, University of Rome

[COCON website ↗](#)

Research on the accuracy of teacher judgment of student performance has a long tradition. However, most empirical research has focused on the convergence of teacher and student ratings of student academic achievement. While this is important as it may have implications for grades or ability group placement, student rating of their subjective well-being and its alignment with teacher judgment also matters. Under- or overestimation of student mental health characteristics may negatively affect student learning and achievement. Given that research in this field is almost exclusively based on school classes, it is mostly cross-sectional, or short-term longitudinal (i.e., within the span of a school year) at best. COCON, as not only a multi-informant but also a longitudinal study, is ideally positioned to address teacher

judgment accuracy across the educational trajectory. The aim is to improve the understanding of the (dis)agreement between students' internalization problems (i.e., anxiety, depressive symptoms) in self- and teacher reports from third grade (student age 9) to the end of compulsory schooling (student age 15). The study focuses on three aspects: (1) the degree of convergence between student and teacher ratings; (2) differences in convergence by student characteristics (i.e., gender, family educational background, migration status); and (3) student characteristics as predictors of the unique perspectives of each informant. Student internalization problems are rated by both teachers and students for identical items (Döpfner et al., 1994) at student ages 9, 12, and 15.

The results show a high rank-order convergence between the two informants at the latent level. This suggests that different teachers (3rd grade teacher, 6th grade teacher, and 3rd-year lower-secondary class teacher) rank students consistently across their educational career. Using student gender, educational background, and migration status as predictors of the degree of convergence, only gender revealed a significant difference. Compared to girls, boys were found to have a higher level

of discrepancies between the self- and teacher-report. As internal constructs such as internalization problems are more difficult to judge than overt behaviors, it may be easier for teachers to capture mental well-being of girls given that girls, in this developmental phase, are more reflective, communicative, and articulate about their state of mental well-being than are boys. These findings could help teachers to identify students at risk and improve adolescents' mental health.



Communities that Care project (CTC)

Communities that Care (CTC) is a coalition-based prevention system, with the aim of promoting the healthy development of adolescents and of reducing behavioral problems of youth at the community level.



Behavioral issues among young people such as tobacco consumption, juvenile delinquency, and mental health disorders pose significant challenges in many societies. Frequently, there is a dearth of coordinated, evidence-based prevention strategies at the community level that address these issues. To address this shortcoming, the “Communities that Care” (CTC) approach was created.

CTC is a coalition-driven prevention framework that fosters healthy development in young people and mitigates behavioral problems at the community level. Initially developed in the United States, CTC has since been adopted in various countries worldwide and is currently recognized as one of the “certified promising

programs” by the esteemed Blueprints for Healthy Youth Development.

The objective of this project is to analyze and report on the profiles, in terms of risk and protective factors, for each community participating in the implementation, using data gathered from students in grades 7 to 9. Radix (www.radix.ch), a Swiss health foundation dedicated to enhancing the competencies of individuals and communities in health-related fields, is currently implementing the CTC project in 35 municipalities across German-speaking Switzerland. The data from the youth surveys are undergoing analysis at the JCPYD by Margit Averdijk.

z-proso NextGen turns 2 years old!

z-proso NextGen is the intergenerational extension of the z-proso project. Invitations to z-proso NextGen are sent to all z-proso participants who are parents. The goal of z-proso NextGen is to explore how experiences during childhood and adolescence influence parental well-being, parenting practices, and psychosocial development across generations.



Team

Jacobs Center for Productive Youth Development

Prof. Dr. Lilly Shanahan

Co-Project Director z-proso

Dr. Denis Ribeaud

Co-Project Director z-proso

Prof. Dr. Manuel Eisner

Co-Project Director z-proso

Dr. Laura Bechtiger

Research Associate z-proso

Lea Buzzi

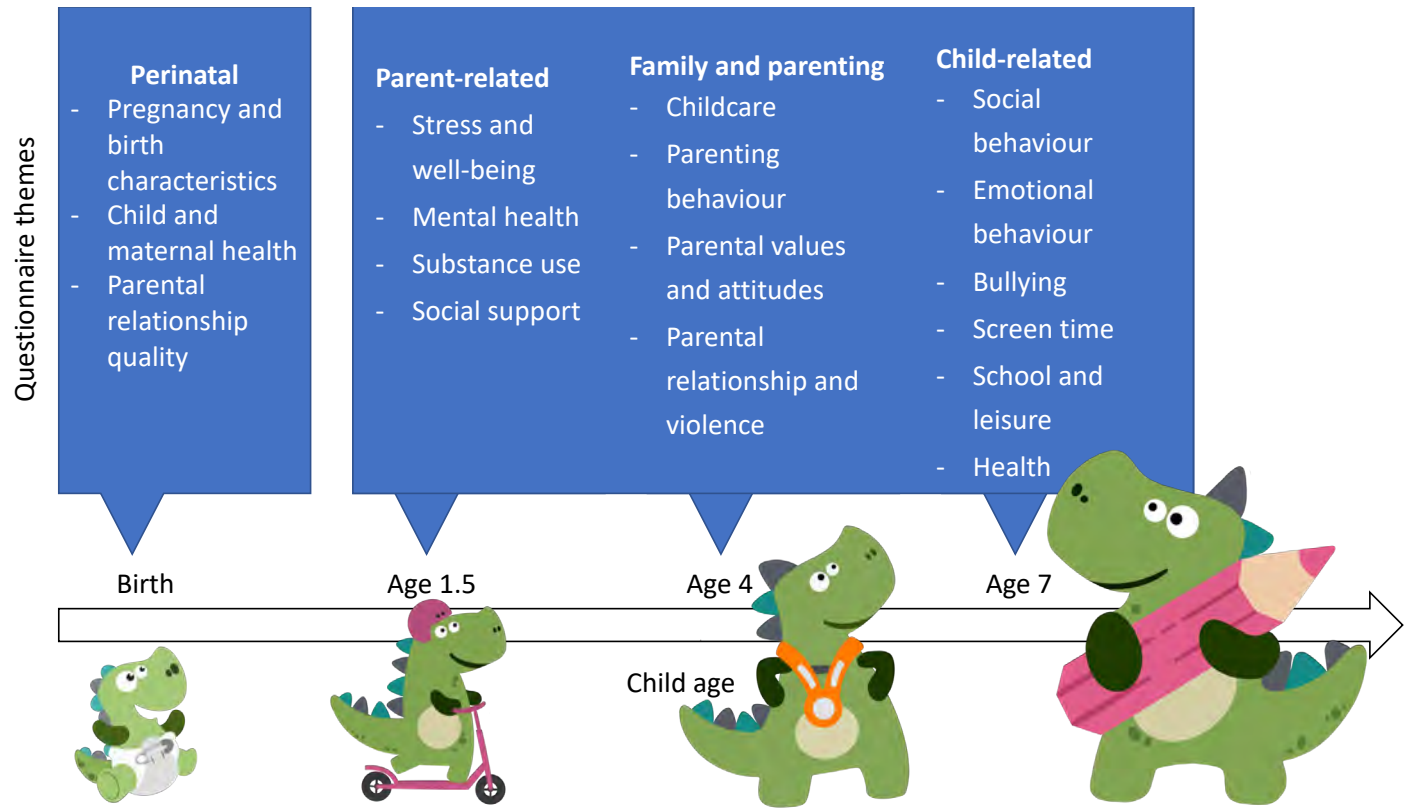
Research Associate z-proso

Starting in March 2023, the z-proso team has been implementing the new z-proso NextGen study component for z-proso participants who have become parents. In a first online survey, we ask participants about their experiences related to the pregnancy and birth of their new child. In three subsequent online surveys, when children are 1.5, 4, and 7 years old, we ask a wide range of questions related to children's early social behavior, temperament, and childcare arrangements. We are also interested in parents' division of household tasks, parenting values and behaviors, relationship quality, stress levels, mental health and substance use, and levels of social support. The z-proso participants can also register their partner and/or co-parent for participation.

Currently aged 27 years, z-proso participants are still below the average age at which people in Switzerland become parents, which is around age 32 for women and age 34 for men. Nevertheless, so far, we have been able to recruit over 70 z-proso participants and 32 of these participants' partners into z-proso NextGen with a total of 84 children. This resulted in over 150 completed questionnaires. Participants can enter the study whenever a new child is born. Thus, recruitment is ongoing throughout the year. To support our recruitment efforts, z-proso sends annual newsletters, New Year's greetings, and birthday cards to all participants and to registered NextGen children. This is a great way to stay in touch with study participants, express our gratitude for their long-term commitment to the study, and learn about new babies as they arrive!



To date, more female than male z-proso participants have registered for NextGen, which is to be expected considering that women tend to become parents earlier in life than men. Of these young parents, almost three quarters are currently in a relationship with the child's other biological parent. Compared to the general z-proso population, the current z-proso NextGen participants are more likely to come from families with a background of migration. They are also more likely to have ended their formal schooling upon completing the compulsory years of schooling. Finally, z-proso NextGen participants also report less substance use than other study participants. Pregnancy was rarely a stress-free experience for young z-proso parents. Many reported at least some level of stress and feelings of anxiety during this time, highlighting the importance of supporting young parents during the prenatal period.



As z-proso participants approach their late 20s, we expect many new z-proso babies and enrollments into z-proso NextGen. Eventually, we hope that we will be able to address important research questions such as: How do experiences of interpersonal violence during childhood and adolescence predict z-proso participants' own parenting values and behaviors in adulthood? To what extent are z-proso participants and their children similar (or different) with regard to their

antisocial and prosocial behavior, psychopathology, and aspects of social relationships such as involvement in bullying? Good things take time, and conducting an intergenerational study like z-proso NextGen is definitely a prime illustration of this.

2024

Events, media, and news

January

General Assembly of Citizen Science Zurich



At the General Assembly of Citizen Science Zurich on January 16, Nora Raschle was newly elected as a member of the Board of Directors of Citizen Science Zurich

[FULL ARTICLE ↗](#)

JC Research Day 2024



From the evolving landscape of education to individual differences in language development; from brain similarity between parents and their children to the impacts of substance use on the cognitive and emotional well-being of young individuals; and from the utilization of deep learning methods in research to the art of data visualization – these represent only a fraction of the diverse research areas explored at the Jacobs Center. On January 26, 2024, 14 of our early-career researchers showcased the remarkable breadth of interdisciplinary research conducted at our center. Organized by Denis Ribeaud and Lilly Shanahan,

this year's Winter Research Day provided an invaluable platform for our scientific staff to present their research and expertise to their peers and faculty members. This event is not only meant to foster interdisciplinary dialogue among our scientific community but also to kindle impromptu collaborations and peer-to-peer support.

In the media

Braucht es härtere Massnahmen gegen Gewalt an Zürcher Schulen?

Denis Ribeaud zum Thema Jugendgewalt
Artikel mit Login, Tagesanzeiger, 24.1.2024

[LINK ↗](#)

February

JC on Google Scholar



You can now discover many JC-associated publications in one place: on our Center's Google Scholar profile.

[FULL ARTICLE ↗](#)

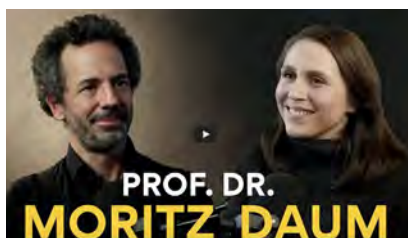
Christina Haag & David Bürgin among first recipients of 2024 PRC Seed Grants



We are very pleased that one of the Seed Grants 2024 awarded by the [UZH Population Research Center](#) has been allocated to a joint team from the Jacobs Center and the Institute for Implementation Science in Health Care.

[FULL ARTICLE ↗](#)

Moritz Daum in conversation: Healthy & Happy: What do children really need?



Moritz Daum talks with Leandra Vogt in the podcast “familienort” on the topic of “education today”.

[FULL ARTICLE ↗](#)

In the media

Wodka und Benzos zur Selbstmedikation

Beitrag u. a. von Lilly Shanahan, Sonntagszeitung, 4.2.2024

[LINK ↗](#)

Gesund & Glücklich: Was brauchen Kinder wirklich?

Moritz Daum im Podcast “familienort”, YouTube, 21.2.2024

[LINK ↗](#)

March

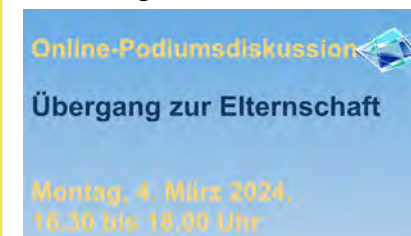
“Weinen, lachen, trotzen – junge Kinder und ihre Emotionen”



10. Zürcher Tagung zur frühkindlichen Bildungs- und Entwicklungsforschung, die das Marie Meierhofer Institut für das Kind (MMI) traditionell in Kooperation mit der Universität Zürich durchführt. Vor den rund 400 Teilnehmer:innen aus der Praxis und der Verwaltung präsentierten Maria Mögel (Universitäts-Kinderspital Zürich), Nora Raschle (Jacobs Center, UZH), Catrin Heite (Moderation) und Roland Reichenbach (Ife, UZH).

[FULL ARTICLE ↗](#)

“Learning Disabilities / Learning Difficulties”



Moritz Daum talks with Leandra Vogt in the podcast “familienort” on the topic of “education today”.

[FULL ARTICLE ↗](#)

Ulf Zölitz presented his paper: “Same-Sex Teacher Effects”



Ulf Zölitz gave an invited seminar presentation at the Institute for International Economic Studies (IIES) in Stockholm on March 12, 2024. The Institute for International Economic Studies (IIES) in Stockholm is a leading research institution focusing on global economic issues and conducting high-level research that informs both academic and public policy debates. Ulf Zölitz presented his paper “Same-Sex Teacher Effects”, joint work with Alexandra de Gendre, Jan Feld, and Nicolás Salamanca, which is currently a “revise & resubmit” at the Review of Economic Studies – one of the top five journals in Economics.

[FULL ARTICLE ↗](#)

Ulf Zöllitz held a presentation at the National University of Singapore



Ulf Zöllitz delivered a seminar presentation at the National University of Singapore on March 21, 2024 entitled “Disconnecting Women: Gender Disparities in the Impact of Online Instruction”, joint work with Xiaoyue Shan and Uschi Backes-Gellner. The Economics Department at the National University of Singapore (NUS) is widely regarded one of the strongest in Asia.

[FULL ARTICLE ↗](#)

In the media

Kinder, was für ein Stress!

Beitrag von Moritz Daum:

“11. Schöner scheitern: der Verlust der Intuition”,
Zeit, 9.3.2024

[LINK ↗](#)

April

Presentation of “Peers Affect Personality Development” at the University of Amsterdam



Ulf Zöllitz presented his work “Peers Affect Personality Development,” joint work with Xiaoyue Shan, at the Preferences, Traits, and Skills Workshop at the University of Amsterdam on April 10, 2024. The workshop was organized by Thomas Buser and brought together leading interdisciplinary researchers from the US and Europe. The paper presented was at the time of writing forthcoming in the Review of Economics and Statistics – one of the top ten journals in Economics.

[FULL ARTICLE ↗](#)

Workshop: Bayesian modelling for observational data, April 17

In recent years, Bayesian methods have become increasingly popular not only for analyzing experimental data but also as a viable and convenient alternative to frequentist methods in the analysis of observational data. In this workshop, Gidon Frischkorn, an expert in Bayesian modeling and Monte Carlo simulations outlined the differences between Bayesian and frequentist approaches, how to incorporate prior knowledge, posterior distributions, and the advantages of credibility intervals. Furthermore, attendees learned, through hands-on exercises, how to use Bayesian methods in R using the “brms” package, how to overcome implementation challenges with Markov Chain Monte Carlo simu-

lations, and how to interpret results effectively. The workshop aimed not only to enhance statistical proficiency but also to offer an alternative view and methodology for analyzing observational data.

New member of the board of Directors of SSHOC-CH



On April 24, Doris Hanappi was elected as a member of the Board of Directors at the founding meeting of Social Science & Humanities Open Cluster Switzerland (SSHOC-CH).

[FULL ARTICLE ↗](#)

Moritz Daum and Doris Hanappi receive funding for an EU HORIZON Project focused on educational inequalities



Moritz Daum and Doris Hanappi, leading the “Policy and Impact on Education” work package in LEARN, collaborated with Laura Bernardi and 11 European teams to consolidate and disseminate scientific evidence on educational inequalities, facilitating informed policymaking and public engagement.

[FULL ARTICLE ↗](#)

Talk by Joe Barnby**The Jacobs Center Research Seminar Series****Prof. Dr. Joseph Barnby**

Royal Holloway,
University of London



Walking a Mile in Their Shoes – Refining the Foundations of Social Representation

[FULL ARTICLE ↗](#)

In the media**Jugend + Träume**

Nora Raschle, round table discussion, illustration and interview, pages 4, 12 and 16, CSS customer magazine, 2 2024

May**What do we really know about childhood today?**

The new book “Kindheit – eine Beruhigung” presents the central themes of childhood in eight chapters. Moritz Daum is one of the interdisciplinary team of authors.

[FULL ARTICLE ↗](#)

Roundtable discussion about “Establishing causality”

On May 14, the Population Research Center Popstats group and the R Peer Mentoring Group joined forces to host a roundtable discussion on the topic “Establishing causality: an impossible goal in observational research? Perspectives from different research fields”.

[FULL ARTICLE ↗](#)

Talk by Peter Klaver**The Jacobs Center Research Seminar Series****Prof. Dr. Peter Klaver**

Interkantonale Hochschule für
Heilpädagogik, Zurich



ZEPELIN – Education from birth for children from disadvantaged families: Effects after the transition to primary school

[FULL ARTICLE ↗](#)

In the media**Introvertierte Kinder: Was tun, wenn mein Kind wenig Anschluss hat?**

Interview mit Moritz Daum, Annabelle, 3.5.2024

[LINK ↗](#)

Gute Taten: “Man sollte den Kindern ein Vorbild sein”

Interview mit Miriam Löffler: “Wie werden Kinder zu einem guten Menschen?”, 20 Minuten, 24.5.2024

[LINK ↗](#)

June**Welcome Benjamin Poilane**

Benjamin Poilane joined the Jacobs Center at the beginning of May. He is part of Michael Shanahan’s social genomics group. Among other areas, he works on relevant life course models.

Doris Hanappi at the SSRE2024 Congress



At the LEAPS Symposium as part of the SSRE2024 congress in Locarno at the end of June, Doris Hanappi (3rd from left) presented a tool that helps children to thrive.

[LINK ↗](#)

In the media

How do young children acquire socio-emotional skills?



In the new issue of the magazine “undKinder” from the Marie Meierhofer Institut für das Kind, Nora Raschle, Elena Federici and Sabine Gysi describe what shapes socio-emotional behavior.

[FULL ARTICLE ↗](#)

July

Congratulations to Lydia Johnson-Ferguson!

She successfully defended her thesis entitled “Markers of Stress and Substance Use in Young Adults: Insights from Hair Data.”

Ana Costa-Ramón held a presentation at the NBER Summer Institute in Boston



On July 23 to 24, Ana Costa-Ramón held a presentation, “(Not) Thinking about the Future: Inattention and Female Labor Force Participation”, at the annual NBER Summer Institute conference in Boston.

August

The JC Retreat at Schloss Marbach



Our retreat was an incredible experience! The few days were filled with enriching discussions, meaningful connections, and activities that left us both inspired and energized. From the beautiful scenery to the collaborative sessions, every

moment helped to strengthen our team spirit and align us for the exciting journey ahead. Thank you to everyone who participated and made this retreat one to remember! We look forward to keeping the momentum going as we continue to achieve great things together.

[MORE PICTURES OF THE EVENT ↗](#)

In the media

What are parents actually allowed to do as role models for their children?



Lisa Seelig posed these and other questions to Moritz Daum, Director of the Jacobs Center and Professor of Developmental Psychology at the University of Zurich, in issue 32/2024 of Zeit.

[FULL ARTICLE ↗](#)

[\(ONLY IN GERMAN, REGISTRATION REQUIRED\)](#)

September

Prix Frutiger 2024



On September 12, David Bürgin, postdoc at Lilly Shanahan's Risk and Resilience group, received the prestigious Prix Frutiger 2024.

[FULL ARTICLE ↗](#)

Regretting Parenthood



Ulf Zöllitz shared his preliminary research findings from the project "Regretting Parenthood" at the URPP Equality of Opportunity Retreat on September 12. The University of Zurich URPP Equality of Opportunity studies the economic and social changes that lead to inequality in society and the public policies that foster greater equality of opportunity. Ulf Zöllitz has been an active member and contributor of the URPP since its inception.

[FULL ARTICLE ↗](#)

The 6th z-proso International Research Network (zIREN) meeting in Bari, Italy



Researchers from over ten different universities with very different research foci came together to share their latest research findings using data from The Zurich Project on the Social Development from Childhood to Adulthood (z-proso).

[FULL ARTICLE ↗](#)

R Group talk

Meredith O'Connor from the Murdoch Children's Research Institute at the University of Melbourne, Australia, spoke to us about the challenges and opportunities of working with data from across multiple cohort studies (for example, integrative data analysis, parallel analysis, etc.).

Talk by Lea Buzzi

The Jacobs Center Research Seminar Series

Lea Buzzi

Jacobs Center for Productive Youth Development,
University of Zurich



Educational careers in a multicultural sample: Insights from z-proso on educational inequalities.

[FULL ARTICLE ↗](#)

In the media

Ab welchem Alter kann ich mein Kind allein lassen?

Interview mit Moritz Daum, Zeit, 25.9.2024

[LINK ↗](#)

October

LIFE Academy 2024 in Berlin



The LIFE Fall Academy 2024 took place from October 13 to 16, at the Max Planck Institute for Human Development in Berlin.

[FULL ARTICLE ↗](#)

PRC Seed Grant for Clarissa Janousch and Laura Bechtiger



Clarissa Janousch (also at Zurich's University Hospital of Psychiatry, in the Experimental Pharmacopsychology and Psychological Addiction Research group, led by Boris Quednow) and Laura Bechtiger from the Risk and Resilience group, led by Lilly Shanahan, have been awarded a Seed Grant from the UZH Population Research Center to investigate the rising youth mental health crisis and its underlying factors (CHF 19,740).

[FULL ARTICLE ↗](#)

Special issue of “The Journal of Early Adolescence” centers around z-proso

The special issue focuses on “The Role of Early Adolescence in Subsequent Risk and Resilience” and was guest-edited by Annkatrin Steinhoff, Lilly Shanahan, and Manuel Eisner. It includes five articles from members of the z-proso International Research Network (zIREN) and a conceptual paper characterizing the z-proso sample in terms of important markers of adolescence. The special issue can be found here:

[FULL ARTICLE ↗](#)

Talk by Hugo S. Gomes

The Jacobs Center Research Seminar Series

Prof. Dr. Hugo S. Gomes

Institute of Public Health,
School of Criminology, Faculty of Law,
University of Porto
z-proso International Research Network
(zIREN)



Advancing knowledge of the causes of delinquency: Within-individual and quasi-experimental evidence across multiple cohort studies.

Ana Costa-Ramón held a presentation at the NBER Public Economics in Boston



On October 24 to 25, Ana Costa-Ramón held a presentation, “(Not) Thinking about the Future: Inattention and Female Labor Force Participation”, at the NBER (National Bureau of Economic Research) Public Economics in Boston.

In the media

Die Gene sind schuld: Warum Kinder wählerische Esser sind

Interview mit Moritz Daum, SRF, 07.10.2024

[LINK ↗](#)

Eine sichere Bindung stärkt die psychische Gesundheit

Interview mit Moritz Daum, Fritz+Fränzi, 11.10.2024

[LINK ↗](#)

November

Denis Ribeaud appointed as a Consulting Editor of the “Journal of Research on Adolescence”



Denis Ribeaud accepted a position as a Consulting Editor of the high-impact “Journal of Research on Adolescence” to begin in 2025.

[FULL ARTICLE ↗](#)

Future Day at the Jacobs Center



Children in 5th to 7th grade had the opportunity to visit their parents' workplace. The Jacobs Center offered two well-attended workshops.

Creative workshops, curious questions for the Developmental Neuroscience team and office decorating – on Future Day (November 14), children were able to gain an insight into the Center's everyday working life.

–Forschung mit Gehirn: Wie funktioniert das menschliche Gehirn? (Team Nora Raschle)

–Was Stress mit uns macht und wie wir damit umgehen (Team Lilly Shanahan).

[FULL ARTICLE ↗](#)

Talk by Todd Hare

The Jacobs Center Research Seminar Series

Prof. Dr. Todd Hare

Department of Economics,
University of Zurich
Member of the z-proso International
Research Network (ziReN)



The influence of peer victimization on social decision making and the brain

[FULL ARTICLE ↗](#)

In the media

Bitte? Nein, danke!

Interview mit Moritz Daum, Artikel mit Abo, Zeit, 4.11.2024

[FULL ARTICLE ↗](#)

Die Psychologie der Freundschaft

Interview mit Moritz Daum, gewagt, 11/2024

[PDF ↗](#)

So viel koksen junge Schweizerinnen und Schweizer wirklich

Studie von JC Forschenden zum Kokainkonsum bei Jugendlichen, SRF, 21.11.2024

[LINK ↗](#)

December

Congratulations to our former postdoc Mirella Manfredi on receiving the SNSF Starting Grant amounting to around CHF 1.8 million



Congratulations to our former postdoc Mirella Manfredi on receiving the SNSF Starting Grant amounting to around CHF 1.8 million for her research on “Humor in adolescents on the autism spectrum: a window into cognition and a tool for well-being”!

[FULL ARTICLE ↗](#)

Michael Shanahan gave a talk as part of the Seminar Series of the Center for Human Immunology



The recently established Center for Human Immunology (CHI) aims to build an interconnected network of clinician-scientists, computational scientists, economists, sociologists, and psychologists dedicated to promoting research and education in the field of Human Immunology.

[FULL ARTICLE ↗](#)

Interdisciplinary discussion

“Preregistration of Observational Data: Benefits, Pitfalls, and Practice” hosted by the R Group and PRC.

[FULL ARTICLE ↗](#)

Christmas event Uniturm



Apéro riche at the UniTurm restaurant at the top of the university

Talk by Drew Rothenberg

The Jacobs Center Research Seminar Series

Dr. Drew Rothenberg

Duke University Center for Child and Family Policy



Investigating the intergenerational transmission of maladaptive family environments: Identifying developmental pathways and prevention strategies

[FULL ARTICLE ↗](#)

In the media



Ein Rucksack voll Vertrauen

Eltern können nur beschränkt beeinflussen, wie sich ihre Kinder entwickeln. Damit sie sich gut entfalten können, brauchen Kinder vor allem das Gefühl von Sicherheit und Vertrauen. Vieles andere machen sie von sich aus.

Text von Roger Nickl über Moritz Daum und Oskar Jenni, UZH Magazin 4/2024, S. 28

[PDF ↗](#)

Diktatur oder Laisser-faire?

Eltern erziehen ihre Kinder weltweit unterschiedlich. Im “World Parenting Survey” untersuchen Forschende der UZH, wie sie dies tun.

Text von Roger Nickl über Ulf Zöllitz, UZH Magazin 4/2024, S. 30

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Die Neuropsychologie des Glücks

Kinder brauchen Stimulation und Zuwendung, damit sich ihr Gehirn entwickelt. Wenn sie vernachlässigt werden, kann das gravierende Folgen haben für ihre Gesundheit, die Fähigkeit, zu lernen und Beziehungen aufzubauen.

Text von Thomas Gull über Nora Raschle, UZH Magazin 4/2024, S. 36 (SMILIES-Studie)

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In die frühen Jahre investieren

Die Schule sollte allen Kindern die gleichen Chancen bieten. Allerdings gelingt das oft nicht. Bildungsforscher Kaspar Burger untersucht, woran es liegt und was für mehr Chancengleichheit getan werden könnte.

Text von Thomas Gull über Kaspar Burger, UZH Magazin 4/2024, S. 44

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Friedlich Konflikte lösen

Familienprobleme, fehlende Selbstkontrolle oder soziale Benachteiligung – die Ursachen für Jugendgewalt sind komplex. Ein Blick auf die Gründe und die Frage, was wirklich hilft, um den Weg in ein besseres Leben zu finden.

Text von Carole Scheidegger über Denis Ribeaud, Dirk Baier und Dorothea Stiefel, UZH Magazin 4/2024, S. 49

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Organizational chart

Jacobs Center for Productive Youth Development (JCPYD)



Steering Committee

UZH Elisabeth Stark (Vice President Research)
 Katharina Michaelowa (Dean, Faculty of Arts and Sciences)
 Harald Gall (Dean, Faculty of Business, Economics and Informatics)

Jacobs Foundation Simon Sommer (Co-CEO)
 Olaf von Maydell (Member, Board of Trustees)
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Governing Board

Executive Director: Moritz Daum

Moritz Daum (Psychology) | Michael Shanahan (Sociology) | Ana Costa-Ramón (Economics)

Office
 Stephanie Kernich

Management Committee

Director = Chair of the Management Committee | all chairs of the three departments at JCPYD: sociology/psychology/economics | representation of passive members (advisory function)

Sociology

Psychology

Economics



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