



THE AGA KHAN UNIVERSITY

eCommons@AKU

Institute for Human Development

AKU in East Africa

5-2024

Towards a decolonial developmental science: Adolescent development in the Majority World taking center stage

Amina Abubakar

Angelo Costa

Lixian Cui

Silvia Koller

Chidozie Nwafor

See next page for additional authors

Follow this and additional works at: https://ecommons.aku.edu/eastafrica_ihd



Part of the [Development Studies Commons](#)

Authors

Amina Abubakar, Angelo Costa, Lixian Cui, Silvia Koller, Chidozie Nwafor, and Vaishali Raval

Towards a decolonial developmental science: Adolescent development in the Majority World taking center stage

Amina Abubakar¹ | Angelo Brandelli Costa²  | Lixian Cui³  | Silvia H. Koller^{4,5} |
Chidozie Edwin Nwafor⁶  | Vaishali V. Raval⁷ 

¹Aga Khan University, Nairobi, Kenya

²Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil

³NYU Shanghai, Shanghai, China

⁴Universidade Federal do Rio Grande, Porto Alegre, Brazil

⁵North West University, Potchefstroom, South Africa

⁶Nnamdi Azikiwe University, Awka, Nigeria

⁷Miami University, Oxford, Ohio, USA

Correspondence

Vaishali Raval, Department of Psychology,
Miami University, 90 North Patterson Ave.,
Oxford, OH 45069, USA.
Email: ravalvv@miamioh.edu

Abstract

While aspiring to be a diverse and global science, developmental science continues to be dominated by EuroAmerican epistemologies, researchers, and communities in its published scholarship. Adolescents in communities across Africa, Asia, the Middle East, and Latin America comprise 85% of the world's adolescent population, and yet their experiences and perspectives are marginalized in our science. Adolescents in the Majority World live in highly diverse social, cultural, political, economic, educational and health-care contexts that contribute to their development, and we have much to learn from their experiences. This article situates the marginalization of the global majority within coloniality embedded in developmental science. The article describes the impetus for this special issue *Towards a decolonial developmental science* and the process of putting it together, along with providing an overview of the 18 articles in this collection that push us towards decoloniality. The special issue serves as a call to transform developmental science to be decolonial by empowering adolescent development in Majority World communities to take center stage. Adolescent development research from Majority World communities has the potential to challenge the knowledge base generated from Minority World samples, contributing to a science that is comprehensive, inclusive, and can inform prevention and intervention efforts to support the well-being of adolescents globally.

KEYWORDS

adolescent development, decolonial, Majority World

Worldwide adolescent population is on the rise with 1.3 billion adolescents comprising 1/6 of the world's current population (UNICEF, 2023). A substantial majority of these adolescents, 85% of them, live in Africa, Asia, the Middle East, Latin America and the Caribbean, often referred to as the Majority World (i.e., where the majority of the world's population resides, Draper et al., 2022). Yet, the experiences of these adolescents are highly underrepresented and historically excluded in developmental science research published in English-language peer-reviewed journals (Draper et al., 2022). Journal analyses have indicated that between 84% and 90% of research published in developmental science journals

between 2006 and 2020 involved samples from the Minority World (USA, Canada, countries in Europe, and countries in Oceania) (Moriguchi, 2022; Nielsen et al., 2017; Singh, Killen, & Smetana, 2023). Further, 86%–96% of published research was led by authors affiliated with institutions in the Minority World (Lin & Li, 2023; Moriguchi, 2022; Nielsen et al., 2017; Singh, Killen, & Smetana, 2023). Several authors have highlighted the bias against Majority World research in publication policies and practices in psychological and developmental science (Draper et al., 2022; Nielsen et al., 2017; Raval et al., 2023).

As Singh, Killen, and Smetana (2023) outline, this underrepresentation of Majority world samples and authors in

Authors names are in alphabetical order. Authors are members of the editorial team for this special issue and contributed meaningfully to putting together this issue and this article.

[Correction added on 31 May, 2024 after first online publication: Second author name is corrected to read as “Angelo Brandelli Costa” in this version.]

This is an open access article under the terms of the [Creative Commons Attribution-NonCommercial-NoDerivs](https://creativecommons.org/licenses/by-nc-nd/4.0/) License, which permits use and distribution in any medium, provided the original work is properly cited, the use is non-commercial and no modifications or adaptations are made.

© 2024 The Authors. *Journal of Research on Adolescence* published by Wiley Periodicals LLC on behalf of Society for Research on Adolescence.

developmental science is surprising given the recognition of the need for a diverse and global science. Decolonial theory might help explain the discrepancy between the ideal of the inclusive science we aspire to and implicit biases that may continue to marginalize communities, researchers, perspectives, and knowledge systems from the Majority World. Developmental science was formalized as a subfield within the broader discipline of social and behavioral science with its roots in Europe and Russia (Oesterdiekhoff, 2014) and later North America, and this EuroAmerican dominance has continued to shape the field today. This dominance is a reflection of coloniality embedded in developmental science (Bermúdez et al., 2016; Marfo, 2011). Coloniality refers to “long-standing patterns of power that emerged as a result of colonialism,” and the ways in which this power imbalance continues to affect our scholarly discourse today (Maldonado-Torres, 2007, p. 243). Within the decolonial framework, underrepresentation of communities of color globally in social science research is understood as epistemic exclusion (Adams et al., 2022) where the historical sociopolitical and economic power of the Minority World enables its dominance in knowledge production and scientific inquiry.

Although several theories that originate from the Minority World consider human development as embedded within varying ecological and sociocultural contexts (Bronfenbrenner, 1977; Vygotsky, 1978; Weisner, 2002), and there were early efforts to examine child development across communities around the world (e.g., the Six Culture Study; Whiting, 1963), aiming to uncover fundamental and universal developmental processes continues to dominate much of scientific inquiry in developmental science. The assumption that knowledge generated from a restricted segment of the world's population, the Minority World, can explain developmental processes of the 85% youth living in Majority World contributes to the continued exclusion of Majority World adolescents. Considering the developmental processes of White, EuroAmerican youth as the standard reflects the EuroAmerican power of the colonial past (Adams & Estrada-Villalta, 2017).

The EuroAmerican dominance is also evident in the use of theoretical frameworks used to guide developmental research, constructs studied, and methods used that are derived from the Minority World. Even in published research that includes adolescent samples from the Majority World, often the research is conceptualized based on dominant theoretical frameworks of emotional, social, or cognitive development from the Minority World that are rooted in White Euro-American worldviews (Marfo, 2011; Raval, 2023a). Adolescents around the world live in varying social, cultural, economic, educational, healthcare, political contexts that shape their everyday experiences, including aspects of their development (Raffaelli et al., 2013). This variability in their life experiences across communities around the world necessitates understanding adolescent development grounded within theoretical frameworks that incorporate their everyday milieus (Marfo, 2011). Further, quantitative and especially experimental methods with prospective longitudinal

designs, along with advanced statistical modeling techniques are privileged in developmental science that may allow limited integration and investigation of contexts. Measures and procedures that are well-established and validated in the Minority World may not be contextually valid for use within Majority World communities (Draper et al., 2022). Unfortunately, the dominance of White EuroAmerican theoretical frameworks and methods limits the research questions pursued and the constructs studied to those relevant only to White, EuroAmerican populations, limiting the generalizability and utility of the knowledge generated.

Ironically, findings, theories, and methods from the Minority World are considered to be universal and applicable to the Majority World. However, the reverse, where findings, theories, and methods generated from the Majority World are applied to understand adolescent development in the Minority World is not only uncommon but often questioned. Bou Zeineddine et al. (2022) illustrate this problem in social psychology research through the title of their article “Some uninteresting data from a faraway country,” highlighting that data from Majority World are often considered of low impact and of limited utility due to their limited generalizability. As Causadias et al. (2018) highlight, this is likely because there is a tendency to overemphasize the role of culture in psychological research pertaining to communities of color, deeming the knowledge generated from the global majority to be culture-bound and not applicable universally, whereas research conducted with White EuroAmerican samples is viewed as not context-bound, and thus, universal.

These “context-eliminating perspectives” (Abo-Zena et al., 2022) are evident across published scholarship where children, adolescents, and families, particularly from White EuroAmerican backgrounds are described in acontextual ways. For example, in the literature review sections of published articles, processes of emotional, cognitive, or social development tend to be described without reference to the demographics of the samples from which the findings are drawn (Draper et al., 2022; Singh, Cristia, et al., 2023; Singh & Rajendra, 2024). Articles reporting on research with White EuroAmerican samples also often do not make any reference to racial identity or nationality of the participants in the article title, whereas those pertaining to nonWhite samples include these demographics in the title. These acontextual descriptions of White EuroAmerican samples imply that the knowledge generated is universal and applicable to youth regardless of their social position or geographic location. Despite policies of some journals to provide socio-cultural demographics, contextual information about study samples is not consistently reported (Causadias et al., 2018; Draper et al., 2022).

Coloniality is also reflected in the ways in which communities from the Majority World tend to be portrayed. Because the bulk of the knowledge about adolescent development is derived from Minority World samples by Minority World researchers, EuroAmerican values, beliefs, and behaviors are considered the norm against which other communities

are implicitly or explicitly compared (Adams et al., 2022). During the peer review process of articles that focus on adolescent development in a Majority World community, suggestions to include a White American comparison or control group (Singh, Cristia, et al., 2023; Singh, Killen, & Smetana, 2023) reflect this notion that explicit comparisons with the EuroAmerican standard are needed. Even in the absence of a comparison group, developmental or caregiving processes of Majority World communities are often implicitly compared to the EuroAmerican norm and evaluated as less desirable, regressive, unhealthy, or even harmful—practices that can be conceived as “studying down” communities (Schrijvers, 1991) or as “epistemic violence” (Teo, 2010). For example, in studies of emotional development, descriptions of Asian caregivers as discouraging emotional expressions or Asian children as suppressing emotions result from comparisons with EuroAmerican norms that lead to viewing emotion socialization and emotion regulation approaches of Asian caregivers and youth as less desirable (Raval, 2023a).

Adolescents in some Majority World communities live in situations that are challenging—limited access to food, clean water, and shelter, fewer resources such as education and healthcare, political upheaval and conflict, and inequities based on income, caste, gender, religion, or other identities. From a hegemonic perspective, these challenges are attributed to the Majority World that lags behind while modern EuroAmerican ideologies and practices have led to the Minority World achieving higher economic growth and political stability (Adams & Estrada-Villalta, 2017). Contesting this view, decolonial theory highlights the importance of recognizing inequities and challenges in Majority World communities within the context of the colonial past that contributed to these challenges (Adams & Estrada-Villalta, 2017; Dhar, 2020). Colonial rule across Africa, Asia, and Latin America left communities in these regions stripped of resources, eliminated self-governance and socio-political autonomy, and led to intergroup conflict (Adams et al., 2022; Ocheni & Nwankwo, 2012). The current social, cultural, economic and political power of EuroAmerican communities today partly serves to maintain global inequities in access to basic resources, education, healthcare, and exposure to conflict.

The major consequence of this EuroAmerican dominance and marginalization of the Majority World is that it renders developmental science incomplete, biased, and lacking applicability to support the well-being of adolescents around the world (Moriguchi, 2022; Nielsen et al., 2017; Singh, Killen, & Smetana, 2023). Research pertaining to adolescents in the Majority world has been ongoing, though it remains on the sidelines of published scholarship in developmental science, rarely making its way into major peer-reviewed journals or textbooks. Across psychological and family science, a movement is emerging to recognize coloniality embedded in our science that continues to shape the scholarship produced, marginalizing people, perspectives, and epistemologies from the Majority World (e.g., Adams et al., 2022, special issue of *Journal of Social Issues*; Bermúdez et al., 2016 decolonial

family science; Bhatia et al., 2023, special issue of *American Psychologist* in progress, Macleod et al., 2020, decoloniality and feminism; and Raval, 2023b decolonial parenting science). The current special issue was put together to begin a shift towards a decolonial developmental science with adolescent development in the Majority World at the center of the discipline.

ADOLESCENT DEVELOPMENT IN THE MAJORITY WORLD IS NOT “SPECIAL,” IT IS THE NORM SO WHY A SPECIAL ISSUE?

The international committee of *Society for Research on Adolescence* (SRA) (Baiden, Erdem, Espinosa-Hernandez, Koller, Magis-Weinberg, Nguyen, Nwafor, Raval, Titzmann, and Zheng, 2022–24) had been discussing ways to center research conducted by Majority World researchers focusing on adolescent development in Majority World communities. One initiative the committee considered was a special issue of the *Journal of Research on Adolescence* (JRA), the official journal of SRA, that could pave the path for adolescent development research from the Majority World to take center stage in developmental science. The committee noted various efforts of JRA to increase Majority World research. Editor-in-chief, Dr. Amanda Sheffield Morris and several Associate Editors for JRA participated in the International Perspectives in U.S. Psychological Science Journals Workshop organized by the U.S. National Committee for Psychological Science (USNC/IUPsyS) in 2021 (National Academies of Sciences, Engineering, and Medicine, 2022). This was a workshop for psychological science journal editors to identify and address barriers for publishing research from the Majority World in their journals. Dr. Morris worked to diversify JRA's editorial board with focused efforts to select and invite two new associate editors affiliated with institutions in Asia and Latin America. Around the same time, JRA published a Special Series entitled *Dismantling Systems of Racism and Oppression during Adolescence* with four special issues: *Black Lives Matter!* (Witherspoon et al., 2022), *Truth is on the Other Side of the Oppressed* (Halgunseth et al., 2022), *Oppression is as American as “Apple Pie”* (Spanierman et al., 2022) and *Good Trouble, Necessary Trouble* (Wray-Lake et al., 2022). The special issues highlight systems of racism and oppression affecting Black, Indigenous, and People of Color in adolescence, developmental processes involved in the learning and socialization of Whiteness, and adolescents' involvement in anti-racist civic engagement activities. Building on these efforts, the international committee of SRA thought that the current special issue was timely especially given that no further thematic special issues that address adolescent development in the Majority World followed the 2013 special issue of JRA on adolescents in the Majority World (Raffaelli et al., 2013).

Raffaelli et al. (2013) described the special issue as an effort to address the narrow focus of published scholarship in adolescent developmental science to youth in the

Minority World. In the decade since then, there is undoubtedly more published research on adolescents in Majority World communities, though as journal analyses (Moriguchi, 2022; Nielsen et al., 2017; Singh, Killen, & Smetana, 2023) indicate, Majority World youth continue to be highly underrepresented. In the past decade since the publication of the 2013 JRA special issue, major changes have occurred in the social, cultural, political, economic, and health contexts worldwide impacting adolescent development in the Majority World. There is increased awareness of global climate change and its implications for youth well-being (Lee et al., 2020), the rise of social media and digital technology with adolescents being the most frequent users (Odgers et al., 2020), the COVID-19 pandemic and its implications for adolescent development (Branje & Morris, 2021), and both ongoing and recently emerged armed conflicts in different world regions impacting youth. Economic, healthcare, and educational inequities that disproportionately impact adolescents in Majority World communities continue to pose challenges to adolescent development. Shifting from expatriate Minority World researchers going to Majority World communities to collect data (Marfo, 2011), to collaborative research that includes Majority World researchers in investigating adolescent development in Majority World communities is increasing. However, researchers from the Majority World report that these collaborations are often not truly reciprocal or equitable such that the Minority World researchers are interested in the data and not in having Majority World researchers as equal partners in study conceptualization and design (Raval et al., 2023). Such performative collaborative research that is led by Minority World researchers can mimic the colonially driven inequalities, recreating the power imbalance that has led to the exclusion of Majority World research.

In putting together the current special issue, the international committee of SRA was attuned to the challenge that a special issue focusing on Majority World research may lead to further marginalization of scholarship pertaining to adolescents in the Majority World as designated only to “special” issues and not considered part of the journal's mainstream publication (National Academies of Sciences, Engineering, and Medicine, 2022). The committee viewed the special issue as a focused effort to increase awareness of the coloniality embedded in developmental science that leads to marginalization of Majority World research. A special issue also provides a dedicated outlet for Majority World researchers with editors and reviewers who are familiar with Majority World communities, reducing the bias against Majority World research. A special issue fosters the investment of the journal in publishing Majority World research that is often disadvantaged in mainstream publication. Our hope is that this special issue contributes to transforming developmental science by adopting an explicit decolonial lens in adolescent development research that centers Majority World communities in developmental scholarship and serves as a catalyst for future related publications. We believe that adolescent

developmental processes in the Majority World are the norm, not different or special, and it is our sincere hope that this special issue serves to establish this fact.

With this hope, the international committee approached JRA editor-in-chief Dr. Amanda Sheffield Morris in March 2022 with a preliminary proposal for a special issue and Dr. Morris was highly supportive and encouraged us to move forward. The committee drafted the call for the special issue, and in consultation with Dr. Morris, invited scholars from the Majority World to serve on the editorial team with Dr. Raval, an associate editor of JRA and chair of the SRA's international committee serving as a liaison. Scholars who engage in adolescent development research in Africa (Abubaker, Nwafor), Asia (Cui, Raval), and Latin America (Costa, Koller) comprised the editorial team, which included members of the SRA international committee (Koller, Nwafor, and Raval).

POSITIONALITY AND REFLEXIVITY OF THE EDITORIAL TEAM

Decolonial theory encourages researchers to reflect on how their own social position and privilege based on ability, age, education, ethnicity, income, gender, nationality, race, religion, sexual orientation, social class, and other dimensions contribute to their scholarship (Abo-Zena et al., 2022; Bermúdez et al., 2016). In this spirit, here, we as members of the editorial team, reflect on our social identities and life experiences that provide the lens through which we approach our profession, including our work on this special issue. The positionality statements included here are elaborate to describe our academic journey that led to our commitment to decoloniality and centering Majority World research.

Amina Abubaker—I was born and raised in a rural town in Kenya by immigrant parents. This town by the border was unique in its multicultural, multi-ethnic, and multi-religious context. Coming from an immigrant background in a highly multicultural context helped me develop a strong appreciation for cultural influence and the beauty of pluralism. My experiences as a PhD student at Tilburg University, Department of Cross-cultural Psychology, under the supervision and mentorship of the late Prof Fons Van de Vijver, developed a solid background in theoretical and methodological considerations in cultural and cross-cultural psychology. Most of my work has focused on creating culturally appropriate and contextually relevant approaches for collecting data in Sub-Saharan Africa. I have always been keen and curious about emic and etic approaches to studying psychological processes, with a deep appreciation of context-specific drivers of behavior while acknowledging universality. My work among adolescents is driven by the belief that to understand fully universal and culture-specific drivers of behavior, it is important to ensure that we include the voices of adolescents from the majority world in the literature, given the fact that now, most of the literature is influenced by data from the minority world.

Angelo Brandelli Costa—I was born and raised in southern Brazil, a country rich in cultural diversity and social complexities. From a young age, I was intrigued by the intricate tapestry of human behavior and the factors that shape our social interactions. My journey into the realm of psychology began with a profound curiosity about humanity and its resilience in the face of prejudice and discrimination. As I pursued my academic path, from my undergraduate studies to my Ph.D. at the Federal University of Rio Grande do Sul (UFRGS), and later as a postdoctoral researcher, my career goals evolved, I became particularly interested in the intersection of social attitudes, sexuality, gender, and health, especially in the context of HIV/AIDS. It highlighted the importance of context in understanding behavior and led me to explore research as the primary tool for uncovering insights and promoting change into these complex social issues. My desire to contribute to academia and research led me to become a faculty member at the Pontifical Catholic University of Rio Grande do Sul (PUCRS). Here, I have had the privilege of mentoring, teaching, and researching various dynamics related to social behavior, with a focus on the psychosocial processes that underlie prejudice and vulnerability. As a gay man of Italian descent born in Brazil, my personal identity has been a cornerstone in my academic and professional pursuits. It has provided me with unique insights into the complexities of human behavior and the resilience of marginalized communities. My research emphasizes prejudice, sexuality, gender, HIV/AIDS, and the overall health of the LGBT+ population. I have presented on health care for transgender and gender-diverse people in Brazil and internationally, reflecting my commitment to these communities. I also have a significant connection with the LGBT community in Brazil and have been actively involved in movements related to HIV/AIDS. My work extends to collaborating with public authorities and United Nations agencies to develop public health and education policies. Through these multiple roles, I have contributed to shaping inclusive health and education policies that address the needs of the LGBT+ community and those affected by HIV/AIDS in Brazil demonstrating a deep commitment to social justice and the well-being of marginalized populations.

Lixian Cui—I was born and raised in a village in China and traveled to cities for undergraduate and graduate studies (from Chongqing, to Guangzhou, then to Nanjing, China) before going to the US for my doctoral degree and to Canada as a postdoctoral research fellow. My experiences as a graduate research assistant working on two longitudinal projects in Nanjing (an infant and an adolescent cohort) with Drs. Xinyin Chen (陈欣银), Niobe Way, and Hirokazu Yoshikawa, led to my strong interest in social and emotional development. I obtained solid theoretical and methodological training in Developmental Science while working with Dr. Amanda Sheffield Morris in the US. During my time in North America, I was not satisfied with cross-cultural/national comparison studies.

Moreover, one can observe as many similarities and differences as the global influences increase. Differences may diminish as time goes by whereas similarities may no longer hold. Since I came back to China in 2015, I have been pondering over how to better understand developmental processes, emotions, and behaviors of Chinese people in rapidly changing social, economic, and political contexts. It is challenging to be a researcher in the Majority World when the field is dominated by the Global North. Doing research among Chinese populations and interpreting findings using theories developed from the Global North, I sometimes feel like we are beating around the bush (similar to Chinese idiom, scratching the surface of the boot, 隔靴搔痒). Therefore, I constantly look into Chinese cultural heritage for resources and try further my understanding from both Eastern and Western perspectives. Chinese culture influences how I understand the world. I was heavily influenced by Drs. Chung-Fang Yang (杨中芳) and David Y. F. Ho (何友晖) who taught me indigenous concepts and theories such as Theory of *Yin Yang* and five elements (阴阳五行学说), Confucian *Zhong Yong* thinking (中庸实践思维), *Mianzi* (面子, losing and gaining face), *Guanxi* and *Renqing* (关系, 人情; social relationships/connections in Chinese society) when I was working towards my master's degree in Guangzhou. Along my career journey, I was amazed by Dr. Jin Li (李瑾)'s seminal work on learning and her book *Cultural Foundations of Learning: East and West*, which was an exemplar of connecting and reconciling Eastern and Western understandings. I was also fascinated by Dr. Louise Sundararajan (吕坤维)'s work on emotions and culture (e.g., Gan-Lei, 感类, responding in kind; Pin Wei, 品味, savoring) and her book *Understanding Emotion in Chinese Culture: Thinking through Psychology*. I recently joined the Task Force on Indigenous Psychology under APA Division 32 (Society for Humanistic Psychology) which was founded and has been chaired by Dr. Sundararajan. However, the area of Indigenous Psychology is still very much marginalized. Voices from the Global South are particularly invisible in adolescent research. This is why I believe a decolonizing lens is critical in our research and such a special issue is so valuable. I highly value adolescent studies from the Majority World adopting indigenous concepts and theories. Meanwhile, any efforts towards a decolonization goal are also appreciated. I believe there is so much the Majority World can offer to generate theories and promote global discourse.

Silvia Koller—I was born and raised in the south of Brazil. Since my earlier age, I was interested in learning about the world and its diversity, especially looking at my culture into perspective. I had the chance to study at the Pontificia Universidade Catolica do Rio Grande do Sul and at the Universidade Federal do Rio Grande do Sul (Brazil) where I met wonderful mentors who showed me the importance of open my mind to internationalization. Angela Biaggio, my masters mentor, always pointed the fact that in many occasions we were the only Global South researchers

attending to international meetings and that we should do our best to learn and to show the knowledge which has been produced in our research centers. And I did! Later, I had a chance to study with Nancy Eisenberg at Arizona State University, for my doctoral studies and she always promoted the integration of the Global South perspectives to science. Urie Bronfenbrenner was also a great mentor, who favored the interchange of experiences among the diverse worlds where I lived and had a chance to visit, especially regarding the bioecological views of childhood in parts of the world that I have visited and lived during a large period of time, after my doctoral studies, including Rwanda, South Africa and other countries in Africa and Latin America. As Bronfenbrenner used to say, there are more than Two Worlds of Childhood (which was the title of one of his books) and my large experience in different communities could show the truth of this statement. More recently, I had a chance to spend a year as a Visiting Professor at Harvard University, where once again the exchange of knowledge and experiences enriched the exchange between the two parts of the world.

Chidozie Nwafor—I grew up in a rural settlement in the southeast of Nigeria, west Africa. One of my late mother's words that became indelible and contributed to my pursuit of psychological science was that “sustainable success in life is dependent on the number of positive behaviors we develop over time.” At first, it was my effort to develop positive behaviors, and when I learned about psychology through a cousin, I was determined to study how to understand how these behaviors developed across the lifespan. As I went through the training from my first degree to my Ph.D. in the University in Nigeria to become a psychologist over the years, my career goals were shaped and reshaped. An important point was how to apply the psychological theories to my immediate context in Nigeria and West Africa and the challenges of connecting the Western perspectives to Nigeria. This is even as I realized that context could determine the manifestations and interpretations of crucial behavior indicators across the lifespan. In an attempt to explore some of the dilemmas, I came to understand that research is the primary key. I also learned that research is better conducted at the University. This led to my desire and later employment as a faculty member at the University. Being a faculty member gave me the opportunity to impact lives through mentoring, teaching, and researching different dynamics that were related to behavior, especially among adolescents. Determined to have a more balanced view of global trends in psychology, I joined some important international associations in psychology, including the Society for Research in Adolescence and the Society for Research in Child Development, where I am serving as a member of the international committee. In the last 3 years, my contact with these international communities has influenced my research interest. As one of the *International Consortium of Developmental Science Societies* (ICDSS) and SRA COVID-19 global scholars, I became interested in the impact of COVID-19 on mental

health and academic interest among adolescents in Africa. This global scholars' network allowed me to work with other scholars in the world and Africa in particular. More importantly, I have knowledge about the need to project the behavioral development happening in the majority world so that the whole world can benefit from the rich and original contents in advancing new norms that influence the world.

Vaishali Raval—My experiences of living in and working with various communities across India, Canada, and USA contribute to my research and service, including my work on this special issue. As a young child growing up in independent India, I heard stories from my grandparents about their participation in Gandhi's nonviolence movement against the British empire and from my parents about the joyful celebrations throughout the country when India gained independence in 1947. These personal stories coincided with the learning from history books about the painful realities of segregation and discrimination of Indians, unreasonable taxation and economic exploitation by the British, and brutality to suppress rebellion including nonviolent civil disobedience against injustice over the 90-year-long struggle to gain independence. These early learnings sensitized me to systems of power, privilege, and marginalization and fostered an urge towards working to eliminate inequalities and dismantle systems of oppression. As an undergraduate student at the University of Toronto, I recognized that what I was reading in psychology textbooks and journal articles did not resonate with my lived experiences of growing up in India. The textbooks contained theories and concepts based on research with people in North America, which did not fit with psychological processes I had observed growing up. Reflecting on these experiences while learning about cultural psychology in graduate school, I first became aware that communities from the Majority World were not included in psychological literature. This realization led to my master's thesis and eventually my primary program of research focused on parenting, emotion processes, and youth mental health in the Majority World. My research has mainly focused on communities in India, with my students extending the work to China, Malaysia, Singapore, and South Korea, as well as communities of color in USA. Overall, our goal has been to develop a contextually grounded understanding of caregiver and youth experiences from an asset-based framework. I have also had the privilege of being able to advocate for psychological research in Majority World communities through my service on the international committees of SRA and SRCD, USNC/IUPsyS that represents US psychological science globally, and through associate editor roles for *JRA* and *Journal of Cross-Cultural Psychology*. With increasing awareness of how coloniality continues to shape higher education and discipline-specific scholarship in psychological and developmental science, I have adopted an explicit decolonial lens, working to create space at the center of clinical and developmental science literature for research pertaining to the global majority.

OVERVIEW OF THE SPECIAL ISSUE ARTICLES

As indicated in the call for papers for the special issue, we sought articles that enhance the scholarly understanding of adolescent development and functioning in communities in Africa, Asia, Latin America, or the Middle East from a decolonial lens, and push us forward towards a decolonial developmental science. The call for papers indicated that submissions should follow JRA general guidelines and will go through the journal's peer-review protocols. The call also outlined that we especially sought submissions that were led by authors who live and work in the Majority World. Submissions could include reports of research studies that aim to generate localized knowledge about adolescent development in the Majority World, use research methods that aim towards a decolonial practice (e.g., participatory and community-based action research, narrative methods, quantitative methods that are highly attuned to local contexts, mixed-methods), and overall adopt a cultural asset rather than deficit framework. Submissions could also include theoretical or conceptual articles that provide a critique of developmental theories and models from a decolonial lens, chart a research agenda in a specific subfield from a decolonial lens, or systematic literature reviews pertaining to Majority World communities that outline a decolonial research agenda moving forward.

Beginning October 2022, the call for the special issue was placed on the JRA and SRA websites, and distributed through the listserv of SRA, the international committees of SRA and SRCD, and professional organizations in the Majority World. Initial letters of intent in response to the call were invited by November 30, 2022. After the call was distributed, SRA's international committee and the special issue editorial team compiled a list of reviewers with expertise in adolescent development in Africa, Asia, the Middle East, and Latin America. In addition, evaluation criteria were developed based on the call for papers to evaluate letters of intent. Using these criteria, each letter was evaluated by at least two scholars

(members of the editorial team or SRA's international committee). Submissions that were led by researchers living and working in the Majority World, and those that focus on topics relevant to adolescents in Majority World communities were prioritized in decisions to invite the full manuscripts. Once the full manuscripts were submitted, they were handled by the member of the editorial team with expertise in the specific world region, who acted as the action editor. The manuscripts that were invited for resubmission after the first round of review were those that contributed to enhancing the understanding of adolescent functioning embedded within local contexts using methods that were relevant. Figure 1 outlines the timeline and the decision making process. Each manuscript included in this special issue went through two to four rounds of review. All accepted manuscripts for JRA go through Wiley's regular copy-editing service, and are proof-read by authors (Figure 1).

The 18 articles included in this special issue are all reports of research studies, and 14 are led by researchers affiliated with an institution in the Majority World. For those led by researchers affiliated with an institution in the Minority World, the lead authors are individuals who have had meaningful lived experiences in the country in which data are collected. The articles focus on adolescent development in communities across Africa (Ghana, Kenya, and Nigeria), Asia (China, India, Malaysia, Pakistan), the Middle East (Turkey, Israel) and Latin America (Brazil, Columbia, Peru, Uruguay). We intentionally chose to not limit the special issue to studies with an explicit decolonial agenda and instead relied on the authors to interpret decoloniality as it relates to their research. This approach allowed for a broad range of topics and constructs studied and methods used.

Studies reported in the articles examine aspects of emotional (Shi et al., 2024), cognitive (Lichand et al., 2024; Thomas et al., 2024), and moral development (Pandya & Bhangoakar, 2024; Ugwu et al., 2024), prosocial behavior (Mesurado & Resett, 2024), adolescents' use of time (Kerai-Sayani et al., 2024), their perceptions of work (Santana et al., 2024), social identity processes (Appachu & Singh, 2024),

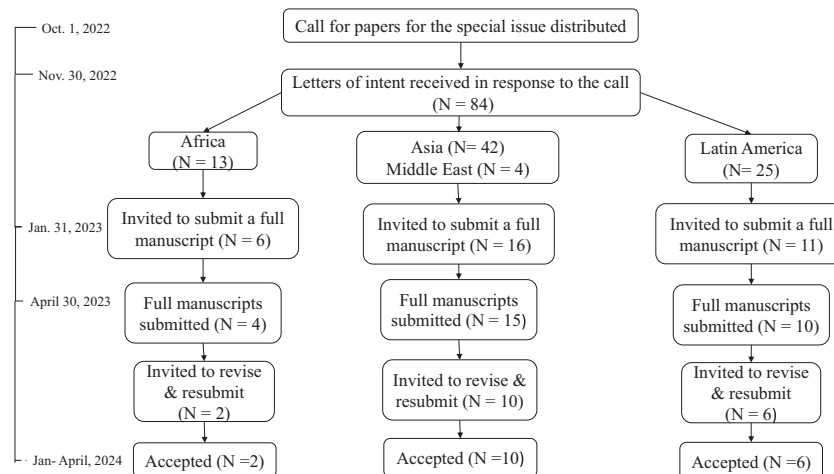


FIGURE 1 Timeline and decision-making process for the Special Issue.

health (e.g., body image, Mahama et al., 2024), and well-being (Zambrano et al., 2024). Some studies focus on highly relevant and challenging life experiences such as cumulative risk and armed conflict exposure (Bucket & Bilge, 2024), ethnic and national discrimination (Zhao et al., 2024), substance use (Sarin & Shaikh, 2024), and interventions to promote positive bystander behaviors in intergroup conflict (Brenick et al., 2024). Studies also investigate family processes including family obligation (Yang et al., 2024), role of family in adolescents' occupational choices (Pease Dreiblebis et al., 2024), grandparenting (Gan et al., 2024), and parental socialization of adolescent emotions (Shi et al., 2024). Methodologically, studies utilize a variety of qualitative approaches (Appachu & Singh, 2024; Kerai-Sayani et al., 2024; Pandya & Bhangoakar, 2024; Pease Dreiblebis et al., 2024; Santana et al., 2024; Zambrano et al., 2024), mixed-methods approaches (Gan et al., 2024; Mahama et al., 2024; Sarin & Shaikh, 2024), prospective longitudinal designs (Pandya & Bhangoakar, 2024; Shi et al., 2024; Thomas et al., 2024), quantitative studies with variable-centered approaches to data analysis (Shi et al., 2024; Ugwu et al., 2024) as well as person-centered approaches (Thomas et al., 2024; Zhao et al., 2024). This methodological pluralism highlights the relevance of different approaches with various adolescent communities in the Majority World.

Some of the articles in this collection highlight coloniality in the theories, topics, and the contexts typically studied in developmental science, and offer ways to incorporate decolonial approaches. For example, Sarin and Shaikh (2024) discuss the lack of research attention to inhalant use within the literature on substance use as epistemic neglect such that the study of substances that are commonly used in the Minority World is privileged while neglecting those that are used in the Majority World. Thomas et al. (2024) discuss the need to decolonize justice belief research by examining beliefs about the just world in different contexts and by recognizing that justice perceptions are shaped by one's everyday realities. These researchers examine adolescents' beliefs about the just world in the context of high inequality in Sao Paulo, Brazil, with its colonial history. Santana et al. (2024) challenge the hegemonic view of adolescence that represents what it means to be a White, cis, straight adolescent in the Minority World, and provide an alternate view by illustrating the value of work among adolescents in rural Brazil. Similarly, Gan et al. (2024) discuss models of preadolescent development along with those of caregiving (specifically, grandparenting) typically grounded in EuroAmerican worldviews that fail to capture grandparenting in Malaysia. Shi et al. (2024) reconceptualized parental minimization reactions to youth's negative emotions (one important emotion socialization concept developed in EuroAmerican contexts), distinguished the devaluing/invalidating (D/I) and discounting/mitigating (D/M) reactions, and examined the implications of both minimization reactions in urban Chinese contexts. Researchers from Peru (Pease Dreiblebis et al., 2024; Zambrano et al., 2024) discuss the need to decolonize adolescent development research in Peru by moving away from using theories of adolescent development from the Minority World and instead situating educational

and career pursuits and well-being of Peruvian adolescents within their everyday contexts.

Other researchers incorporate decoloniality by focusing on adolescent development in communities that are marginalized within their local contexts. For example, Zhao et al. (2024) examine identity and discrimination among Korean ethnic minority youth in China. Appachu and Singh (2024) explore social identity of youth in an indigenous community in South India that is typically not included in psychological research. Bucket and Bilge (2024) examine cumulative risk and armed conflict exposure among adolescents from disadvantaged socioeconomic backgrounds in Eastern Turkey. These articles highlight the ways in which coloniality is re-enacted through excluding communities within the Majority World that experience further disadvantages within their local contexts and advocate for focusing research attention on adolescents from marginalized communities in the Majority World.

Researchers also situate current challenges impacting adolescents within the history of colonial past. For example, Kerai-Sayani et al. (2024) discuss high poverty, inadequate safety, and limited access to healthcare and educational resources for youth in Pakistan within the context of British colonial rule, which left this region deprived of resources. Pandya and Bhangoakar (2024) explain the devaluing of indigenous knowledge systems in India within the context of British colonization and its continued influence on Indian people. Brenick et al. (2024) integrate decoloniality through their discussion of the relevance of positive bystander interventions for Palestinian and Jewish-Israeli adolescents in Israel within the context of current violence in the Middle East. These authors highlight the ways in which the colonial past in these world regions contributes to economic and health disparities, intergroup conflict, and a colonial mentality that privileges Euro American epistemologies over indigenous systems of knowledge.

The special issue concludes with commentaries that provide reflections on adolescent development in communities in Africa (Marfo, 2024), Asia (Banati, 2024), and Latin America (Fernández Theoduloz, 2024), along with a reflection from SRA's international committee led by the incoming chair (Baiden et al., 2024). The commentaries describe challenges of doing research in the Majority World along with barriers to publication, and outline a decolonial research agenda to examine adolescent development in Majority World communities.

A CALL FOR MAJORITY WORLD ADOLESCENT DEVELOPMENT RESEARCH TAKING CENTER STAGE

Developmental science is beginning to recognize its inherent biases and is taking steps towards incorporating anti-racist (Cooper et al., 2022; Spencer, 2021), culturally grounded (Greenfield, 1997), and LGBTQ+ affirming (Snapp et al., 2016) approaches towards being an inclusive science. In addition, developmental science needs to consider systemic oppressive practices based on the colonial past that has led to marginalization of research pertaining

to the global majority. Moving beyond cultural psychology approaches (Okazaki et al., 2008), the decolonial framework highlights the ways in which the power of the Minority World based on the colonial past privileges White Euro-American samples, researchers, theoretical frameworks, methods, conceptions of rigor, and models of normative development (Adams & Estrada-Villalta, 2017) while marginalizing ways of being and knowledge production from the Majority World. The decolonial approach empowers the perspectives of adolescents and their families in the Majority World by contextualizing their development within their milieus, using research methods valued by them and their communities, and interpreting aspects of their development as assets rather than deficits. Research on adolescent development using a decolonial lens critically evaluates who is studied and who is excluded, enabling researchers to consider how their own social position and privilege (Bermúdez et al., 2016) contribute to the research process from who and what they study to how they interpret what they learn. As Singh, Killen, and Smetana (2023) have pointed out, greater differentiation is needed in how diversity is defined so that the world is not viewed in binary terms such as Majority versus Minority World. Communities within the Majority World are highly diverse with respect to education, healthcare, race, ethnicity, religion, sociopolitical contexts, and wealth, and a decolonial approach enables researchers to be attuned to these varying contexts of adolescent development.

With this special issue, we call for developmental science to embrace decoloniality. We call Majority World researchers engaged in research with children and adolescents in their communities to take center stage in shaping developmental science. Researchers may explore topics and issues most pertinent to adolescents in their communities to investigate rather than constructs deemed to be “hot topics” in developmental science dominated by Minority World researchers. They may contextualize the disparities experienced by Majority World youth within a historic, social, political, and economic contexts including the global power imbalance due to the colonial past. Majority World researchers may utilize methods that fit with adolescents and their communities using language most suitable to the communities (Ndimande, 2012), and techniques for data analysis that are most relevant. Majority World researchers may recognize the colonial mentality inherent in our discipline (Adams et al., 2022) often manifested as internalized deficit models that might contribute to interpreting beliefs, behaviors, and values of adolescents and their communities as less desirable than those deemed to be healthy, superior, or normal based on EuroAmerican worldviews.

We call on Minority World researchers to recognize the ways in which they may perpetuate implicit biases that lead to marginalization of Majority World research, work actively to engage in bias reduction and help create space at the center for Majority World adolescent development research. We call on developmental science journals to review and revise their aim and scope to explicitly include Majority World developmental research that focuses on topics of relevance to youth contextualized in their everyday contexts and uses

methods most apt for such work (including qualitative and narrative methods, Bermúdez et al., 2016; participatory methods Kia-Keating & Juang, 2022; indigenous ways of knowledge construction, Moreno Sandoval et al., 2016; using language that affirms youth experiences, Ndimande, 2012). Developmental science journals should consider requiring all submissions, not just those pertaining to Majority World communities, to discuss the relevance of the topics for the youth, situate youth in their daily contexts, and use methods most suitable. Journals should require all submissions to provide a rationale for the particular community or sample chosen and to describe in detail demographics of samples upon which findings are derived (see Journal Article Reporting Standards for Race, Ethnicity, and Culture, American Psychological Association, 2024; the sociocultural policy, Society for Research in Child Development, 2020). Journals should require authors to describe the expertise of the research team, including familiarity and lived experiences with the communities being studied, and consider training journal editors and reviewers to effectively evaluate research in Majority World communities. To prepare the next generation of developmental scientists who can help transform our science, graduate training programs in developmental science may include decolonial theory and the relevance of indigenous psychologies in their curricula.

These efforts can lead to generating knowledge that may challenge theories and findings based on Minority World samples, expand the scientific understanding of adolescence, with applicability to the 85% of world's adolescents who continue to be highly underrepresented in our science. A comprehensive and inclusive developmental knowledge base can inform prevention and intervention science to support the well-being of adolescents globally. Adolescents and their families in the Majority World have a wide range of lived experiences and belief and value systems from which those in the Minority World can benefit. In this way, research from the Majority world has the potential to offer alternate models of human development to the Minority World, making developmental science a truly global discipline.

ACKNOWLEDGMENTS


We are deeply grateful to Dr. Amanda Sheffield Morris, editor-in-chief of *Journal of Research on Adolescence* for her unwavering support of this special issue from its inception, and for her thoughtful comments on an earlier version of this article. Our warmest thanks to Dr. Peter Titzmann and Dr. Yao Zheng, members of SRA's international committee, and to Dr. Leher Singh, National University of Singapore, for their invaluable input on an earlier version of this article.

ORCID

Angelo Brandelli Costa  <https://orcid.org/0000-0002-0742-8152>

Lixian Cui  <https://orcid.org/0000-0001-5706-9525>

Chidozie Edwin Nwafor  <https://orcid.org/0000-0002-5221-7186>

Vaishali V. Raval  <https://orcid.org/0000-0002-8790-7953>

REFERENCES

- Abo-Zena, M., Mattis, J., & Jones, K. (2022). Dismantling the master's house: Decolonizing "rigor" in psychological scholarship. *Journal of Social Issues*, 78(2), 298–319. <https://doi.org/10.1111/josi.12519>
- Adams, G., & Estrada-Villalta, S. (2017). Theory from the South: A decolonial approach to the psychology of global inequality. *Current Opinion in Psychology*, 18, 37–42.
- Adams, G., Ratele, K., Suffla, S., & Reddy, G. (2022). Psychology as a site for decolonial analysis. *Journal of Social Issues*, 78(2), 255–277. <https://doi.org/10.1111/josi.12524>
- American Psychological Association. (2024). Journal article reporting standards for race, ethnicity, and culture. <https://apastyle.apa.org/jars/race-ethnicity-culture>
- Appachu, H., & Singh, J. K. (2024). Understanding the social identity of adolescents in the Indigenous Kodava Community of India. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12962>
- Banati, P. (2024). Towards a decolonial developmental science in Asia: Exploring adolescent development in communities from the Majority World. *Journal of Research on Adolescence*, 34(2).
- Baiden, P., Zheng, Y., Nguyen, A. J., Espinosa-Hernandez, G., Magis-Weinberg, L., & Titzmann, P. (2024). Embracing the hidden potential: The contribution of majority world research to developmental science. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12958>
- Bermúdez, J. M., Muruthi, B. A., & Jordan, L. S. (2016). Decolonizing research methods for family science: Creating space at the center. *Journal of Family Theory & Review*, 8(2), 192–206. <https://doi.org/10.1111/jftr.12139>
- Bhatia, S., Carolissen, R., Ciofalo, N., & Rutherford, A. (2023). Call for papers: Towards a decolonial psychology recentering and reclaiming global marginalized knowledges. <https://www.apa.org/pubs/journals/amp/towards-decolonial-psychology>
- Bou Zeineddine, F., Saab, R., Láštiová, B., Kende, A., & Ayanian, A. H. (2022). "Some uninteresting data from a faraway country": Inequity and coloniality in international social psychological publications. *Journal of Social Issues*, 78(2), 320–345.
- Branje, S., & Morris, A. S. (2021). The impact of the COVID-19 pandemic on adolescent emotional, social, and academic adjustment. *Journal of Research on Adolescence*, 31(3), 486–499. <https://doi.org/10.1111/jora.12668>
- Brenick, A., Zureiqi, M., Wu, R., Seraj, M., Kelly, M. C., & Berger, R. (2024). Why step in? Shifting justifications for bystander behaviors among youth in the middle-east through interventions. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12941>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513–531.
- Bucket, K., & Bilge, S. (2024). The role of cumulative risk and armed conflict exposure on psychological symptoms in adolescents: Findings from the east of Turkey. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12942>
- Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis)attribution bias in American psychology. *American Psychologist*, 73(3), 243–255. <https://doi.org/10.1037/amp0000099>
- Cooper, S. M., Hurd, N. M., & Loyd, A. B. (2022). Advancing scholarship on anti-racism within developmental science: Reflections on the special section and recommendations for future research. *Child Development*, 93(3), 619–632.
- Dhar, A. (2020). The slippery and the sane: Decolonizing psychology through a study of the Indian girl-child. *Feminism & Psychology*, 30(3), 391–413.
- Draper, C. E., Barnett, L. M., Cook, C. J., Cuartas, J. A., Howard, S. J., McCoy, D. C., Merkley, R., Molano, A., Maldonado-Carreño, C., Obradović, J., Scerif, G., Valentini, N. C., Venetsanou, F., & Yousafzai, A. K. (2022). Publishing child development research from around the world: An unfair playing field resulting in most of the world's child population under-represented in research. *Infant and Child Development*, 32(6), e2375. <https://doi.org/10.1002/icd.2375>
- Fernández Theoduloz, G. (2024). Research in Latin America from a decolonial perspective: Challenges of producing socially situated knowledge. *Journal of Research on Adolescence*, In Press.
- Gan, S.-W., Tan, J. P., Cheah, C. S. L., Soon-Aun, T., Nainee, S., Choo, Y. C., & Yee, H. K. (2024). The contributions of grandparents to pre-adolescent grandchildren's social skills in rural Malaysia. *Journal of Research on Adolescence*, In Press.
- Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology* (Vol. 1. Theory and method, 2nd ed., pp. 302–345). Allyn & Bacon.
- Halgunseth, L. C., Witherspoon, D. P., & Wray-Lake, L. (2022). Dismantling systems and improving contexts to support the development of BIPOC youth. *Journal of Research on Adolescence*, 32(2), 386–397.
- Kerai-Sayani, S., Ibrahim, M., Molyneux, T. M., Hussain, U., Gadermann, A., Kassam, R., Pardhan, A., & Oberle, E. (2024). Out-of-school time use in Pakistan: A qualitative study featuring youth's voices. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12916>
- Kia-Keating, M., & Juang, L. P. (2022). Participatory science as a decolonizing methodology: Leveraging collective knowledge from partnerships with refugee and immigrant communities. *Cultural Diversity and Ethnic Minority Psychology*, 28(3), 299–305. <https://doi.org/10.1037/cdp0000514>
- Lee, K., Gjersoe, N., O'Neill, S., & Barnett, J. (2020). Youth perceptions of climate change: A narrative synthesis. *Wiley Interdisciplinary Reviews: Climate Change*, 11(3), e641.
- Lichand, G., Ash, E., Arold, B., Gudino, J., Doria, C. A., Trindade, A., Bettinger, E., & Yaeger, D. (2024). Measuring student mindsets at scale in resource-constrained settings: A toolkit with an application to Brazil during the Pandemic. *Journal of Research on Adolescence*, 34(2).
- Lin, Z., & Li, N. (2023). Global diversity of authors, editors, and journal ownership across subdisciplines of psychology: Current state and policy implications. *Perspectives on Psychological Science*, 18(2), 358–377. <https://doi.org/10.1177/17456916221091831>
- Macleod, C. I., Bhatia, S., & Liu, W. (2020). Feminisms and decolonising psychology: Possibilities and challenges. *Feminism & Psychology*, 30(3), 287–305. <https://doi.org/10.1177/09593535209328>
- Mahama, S., Weichold, K., Mvungu, E. N., & Natsuaki, M. (2024). Pubertal status and body image: An inquiry into experiences of adolescents in Ghana and Kenya. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12953>
- Maldonado-Torres, N. (2007). On the coloniality of being: Contributions to the development of a concept. *Cultural Studies*, 21(2–3), 240–270. <https://doi.org/10.1080/09502380601162548>
- Marfo, K. (2011). Envisioning an African child development field. *Child Development Perspectives*, 5, 140–147. <https://doi.org/10.1111/j.1750-8606.2011.00169.x>
- Marfo, K. (2024). Toward a globally inclusive knowledge base on adolescent development: A case for epistemic and paradigmatic pluralism. *Journal of Research on Adolescence*, In Submission.
- Mesurado, B., & Santiago, R. (2024). Growth patterns of in-group and out-group prosocial behavior in Colombian and Uruguayan adolescents: Examining gratitude and forgiveness as predictors of change. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12905>
- Moreno Sandoval, C. D., Lagunas, R. M., Montelongo, L. T., & Diaz, M. J. (2016). Ancestral knowledge systems: A conceptual framework for decolonizing research in social science. *Alternatives*, 12(1), 18–31. <https://doi.org/10.20507/AlterNative.2016.12.1.2>
- Moriguchi, Y. (2022). Beyond bias to Western participants, authors, and editors in developmental science. *Infant and Child Development*, 31(1), e2256. <https://doi.org/10.1002/icd.2256>
- National Academies of Sciences, Engineering, and Medicine. (2022). *International perspectives in U.S. psychological science journals: Proceedings of a workshop in brief*. The National Academies Press. <https://doi.org/10.17226/26742>

- Ndimande, B. S. (2012). Decolonizing research in Postapartheid South Africa: The politics of methodology. *Qualitative Inquiry*, 18(3), 215–226.
- Nielsen, M., Haun, D., Kärtner, J., & Legare, C. H. (2017). The persistent sampling bias in developmental psychology: A call to action. *Journal of Experimental Child Psychology*, 162, 31–38. <https://doi.org/10.1016/j.jecp.2017.04.017>
- Ocheni, S., & Nwankwo, B. C. (2012). Analysis of colonialism and its impact in Africa. *Cross-Cultural Communication*, 8(3), 46–54.
- Odgers, C. L., Schueller, S. M., & Ito, M. (2020). Screen time, social media use, and adolescent development. *Annual Review of Developmental Psychology*, 2, 485–502.
- Oosterdiekhoff, G. W. (2014). The role of developmental psychology to understanding history, culture, and social change. *Journal of Social Sciences*, 10(4), 185–195.
- Okazaki, S., David, E. J. R., & Abelman, N. (2008). Colonialism and psychology of culture. *Social and Personality Psychology Compass*, 2(1), 90–106.
- Pandya, N., & Bhangoakar, R. (2024). The development of moral reasoning across childhood and adolescence in urban, high-social class families from Gujarat, India. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12955>
- Pease Dreiblebis, M. A., Flores, E. U., & de la Puente, R. (2024). "I will attend to college to give my family a better life": Indebtedness with the family and the challenges of building an occupational life project for Peruvian adolescents. *Journal of Research on Adolescence*, In Press.
- Raffaelli, M., Lazarevic, V., Koller, S. H., Nsamenang, A. B., & Sharma, D. (2013). Introduction: Special issue on adolescents in the majority world. *Journal of Research on Adolescence*, 23(1), 1–8.
- Raval, V. V. (2023a). From the margins to the center: Advancing research on caregiver socialization of emotion in Asia. *Child Development Perspectives*, 17(3–4), 142–148.
- Raval, V. V. (2023b). Toward a decolonial parenting science through centering majority world parenting: A commentary on "Parenting culture (s): Ideal-parent beliefs across 37 countries". *Journal of Cross-Cultural Psychology*, 54(1), 30–35.
- Raval, V. V., Baiden, P., Espinosa-Hernandez, G., Magis-Weinberg, L., Nguyen, A. J., Titzmann, P. F., & Zheng, Y. (2023). Perspectives of researchers engaging in majority world research to promote diverse and global psychological science. *American Psychologist*, 79, 352–367. <https://doi.org/10.1037/amp0001229>
- Santana, R. R. C., & Ristum, M. (2024). Among risks, protection and lessons learned: Perspectives of Brazilian rural families about work in adolescence. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12903>
- Sarin, A., & Shaikh, A. (2024). Inhalant abuse among street involved children and adolescents in India: Case for epistemic recognition and reorientation. *Journal of Research on Adolescence*, In Press.
- Schrijvers, J. (1991). Dialectics of a dialogical ideal: Studying down, studying sideways and studying up. In L. Nencel & P. Pels (Eds.), *Constructing knowledge: Authority and critique in social science* (pp. 162–179). Sage.
- Shi, Z., Fan, L., & Wang, Q. (2024). Scrutinizing parental minimization reactions to adolescents' negative emotions through the lens of Chinese culture. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12918>
- Singh, L., Cristia, A., Karasik, L. B., Rajendra, S. J., & Oakes, L. M. (2023). Diversity and representation in infant research: Barriers and bridges toward a globalized science of infant development. *Infancy*, 28(4), 708–737. <https://doi.org/10.1111/inf.12545>
- Singh, L., Killen, M., & Smetana, J. G. (2023). Global science requires greater equity, diversity, and cultural precision. *APS Observer*, 36. <https://www.psychologicalscience.org/observer/gs-equity-diversity-cultural-precision>
- Singh, L., & Rajendra, S. J. (2024). Greater attention to socioeconomic status in developmental research can improve the external validity, generalizability, and replicability of developmental science. *Developmental Science*. Preprint: <https://osf.io/preprints/psyarxiv/brnt8>
- Snapp, S. D., Russell, S. T., Arredondo, M., & Skiba, R. (2016). A right to disclose: LGBTQ youth representation in data, science, and policy. *Advances in Child Development and Behavior*, 50, 135–159.
- Society for Research in Child Development. (2020). New sociocultural policy enacted across all SRCD journals. <https://www.srkd.org/news/new-sociocultural-policy-enacted-across-all-srkd-journals>
- Spanierman, L. B., Halgunseth, L. C., Witherspoon, D. P., & Wray-Lake, L. (2022). Oppression is as American as apple pie: Learning about and confronting Whiteness, privilege, and oppression. *Journal for Research on Adolescence*, 32, 805–1266.
- Spencer, M. B. (2021). Acknowledging bias and pursuing protections to support anti-racist developmental science: Critical contributions of phenomenological variant of ecological systems theory. *Journal of Adolescent Research*, 36(6), 569–583.
- Teo, T. (2010). What is epistemological violence in the empirical social sciences? *Social and Personality Psychology Compass*, 4, 295–303. <https://doi.org/10.1111/j.1751-9004.2010.00265.x>
- Thomas, K., Rodrigues, H., & Komatsu, A. (2024). Justice for me, not for all: Developmental trajectories of justice perceptions across socioeconomic indicators. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12895>
- Ugwu, P., Nwafor, C., Okoye, C. F. A., Obi-Nwosu, H., & Ofonedu, M. (2024). Religious coping and delinquent behaviors: Moderated mediation roles of religion affiliation and prosocial moral reasoning. *Journal of Research on Adolescence*, In Submission.
- UNICEF. (2023). Adolescents. <https://data.unicef.org/topic/adolescents/overview/>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner & E. Soubberman., Eds.) (A. R. Luria, M. Lopez-Morillas & M. Cole [with J. V. Wertsch], Trans.). Harvard University Press.
- Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways. *Human Development*, 45, 275–281.
- Whiting, B. B. (Ed.). (1963). *Six cultures: Studies of child rearing*. John Wiley.
- Witherspoon, D. P., Wray-Lake, L., & Halgunseth, L. C. (2022). Black lives matter! Adolescent research incrementally dismantles racism and systems of oppression. *Journal of Research on Adolescence*, 32(1), 4–12.
- Wray-Lake, L., Halgunseth, L., & Witherspoon, D. P. (2022). Good trouble, necessary trouble: Expanding thinking and research on youth of color's resistance to oppression. *Journal of Research on Adolescence*, 32(3), 949–958.
- Yang, B., Chen, B.-B., Qu, Y., Chen, X., & Hu, Z. (2024). Antecedents and consequences of family obligation in Chinese adolescents. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12923>
- Zambrano, H. R. G., de la Puente, R., & Pease Dreiblebis, M. A. (2024). The subjective well-being in Peruvian adolescence: Identifying domains and evaluations in a non-weird context. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12909>
- Zhao, Z., Shen, Y., & Wang, J. (2024). Profiles of identity and discrimination and the psychological, health, and academic outcomes of Korean Ethnic Minority Youth in China. *Journal of Research on Adolescence*, <https://doi.org/10.1111/jora.12907>

How to cite this article: Abubakar, A., Brandelli Costa, A., Cui, L., Koller, S. H., Nwafor, C. E., & Raval, V. V. (2024). Towards a decolonial developmental science: Adolescent development in the Majority World taking center stage. *Journal of Research on Adolescence*, 00, 1–11. <https://doi.org/10.1111/jora.12956>