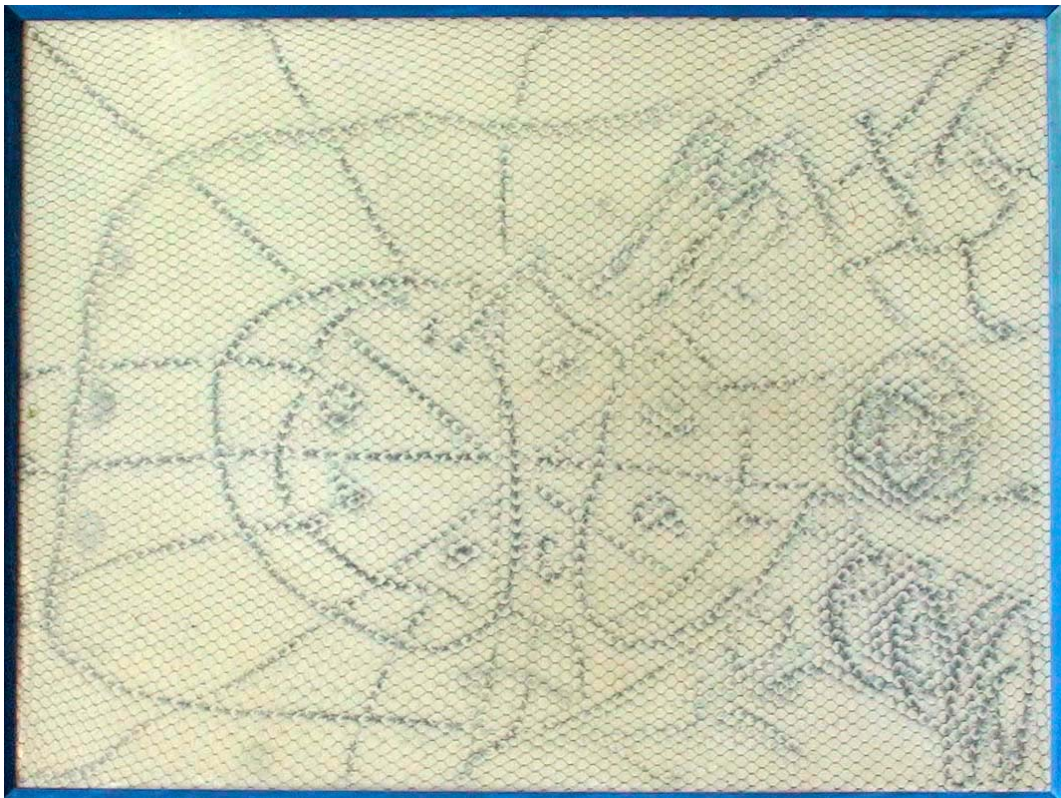


# The First International Conference on Geographies of Children, Youth and Families

17th –18th September 2007  
University of Reading, UK



Programme & Abstracts Volume

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## INTRODUCTION AND WELCOME

### Conference Welcome

A very warm welcome to the First International Conference on Geographies of Children, Youth and Families and to the University of Reading. It is envisaged that this will be the first venture in a bi-annual series of international conferences on Geographies of Children, Youth and Families. The international focus intends to enhance dialogue between researchers investigating geographies and/or social studies of children, youth and families, within a variety of disciplines and across diverse national contexts.

The conference theme is 'disentangling the socio-spatial contexts of young people and/or their families'. The conference aims to enhance debates about geographies of young people by taking more full account of young people's diverse socio-spatial contexts. Overall, it has been argued that the focus on children's/young people's agency has led to a relative under exploration of some of the broader socio-spatial contexts in which young people's lives are mapped. In particular, there has been a tendency to focus upon children in isolation from their families (Punch, 2007), and to underplay the role of 'structures' which constrain and facilitate young people's experiences. Indeed, Ruddick (2006) suggests that geographers of children, youth and families have generally adopted dominant views of agency as autonomous. Ultimately such a view of agency 'others' those viewed as 'dependent' (including young people).

This conference is therefore a collaborative attempt to enhance geographical and sociological conceptualisations of childhood and youth by more fully establishing young people in their socio-spatial context, drawing upon vibrant current research.

I am delighted to acknowledge the presence of five renowned keynote speakers, who will deliver international perspectives from the field of geographies of children, youth and families: Professor Stuart Aitken; Dr Sarah Holloway; Professor Cindi Katz; Professor Chris Philo; and Professor Gill Valentine. It is also particularly rewarding to note so many delegates from diverse national contexts and disciplinary affiliations.

I hope that the atmosphere is relatively informal and enables constructive, critical, and stimulating dialogue and debate. Finally, please enjoy the conference; meet colleagues, acquaintances and friends, old and new, and forge new and fruitful international and interdisciplinary collaborations.

Louise Holt (Conference Chair)

## INTRODUCTION AND WELCOME

### Sponsors

The First International Conference on Geographies of Children, Youth and Families is sponsored by a number of societies, university departments and publishers. Grateful thanks are extended to:

The University of Reading, School of Human and Environmental Sciences.

The University of Reading, Norma Wilkinson Bequest.

The Working Group of Geographies of Children, Youth and Families of the Royal Geographical Society/Institute of British Geographers.

Taylor and Francis (publishers of *Children's Geographies*).

### Future International Conferences on Geographies of Children, Youth and Families

The next International Conference on GCYF is scheduled to take place in Barcelona, Spain (2009). It is envisaged that the 3<sup>rd</sup> International Conference on GCYF will take place in Melbourne, Australia (2011) to promote international collaboration. We hope that as many of you as possible can attend these future events. However, we will also explore the possibilities of video-conferencing and the use of ICT communications in order to be fully inclusive. Of course we would also welcome volunteers keen to organise future events.

### Conference Team

Louise Holt (Conference Chair)

Heather Browning (Conference Administrator)

Erika Meller

Naomi Bushin

Cheryl Nosworthy

Michelle Pyer

Melissa Stepney

### Committee of the Working Group of GCYF of the RGS/IBG

The Working Group of Geographies of Children Youth and Families of the Royal Geographical Society with the Institute of British Geographers was established in 2006. Current committee representatives are:

Nicola Ansell (Website Officer); Naomi Bushin (Conference/Workshops); Lesley Gallacher (Postgraduate Representative); Louise Holt (Workshops/Conferences); John Horton (Publications); Owain Jones (Website officer); Peter Kraftl (Treasurer); Larch Maxey (Chair); Jo Norcup (Postgraduate Representative); Michelle Pyer (Postgraduate Representative); Faith Tucker (Secretary); Lorraine Van Blerk (Dissertation prizes).

## CONFERENCE ARRANGEMENTS

### Conference Arrangements

#### Registration

The registration desk will be open between 9:00 and 9:45 am in Foyer on the Ground Floor of the Geography Building. The desk will be open for late registration during the morning break 11:20 – 11:40 am. Please see a member of the conference team at other times. (Please see campus map in delegate pack).

#### Session Locations

All presentations will take place in G:05, in the Geography Building. Poster presentations will be located in the Sorby Room (Geosciences Building).

#### Computing Facilities

Arrangements have been made for delegates to have temporary access to computing facilities at the library. (Please see campus map)

#### Lunch and Refreshments

A buffet lunch and refreshments will be served on both days. Lunch will be served in the Sorby Room (Geosciences). Refreshments (tea/coffee/water, etc) will be served during breaks in G:19 on the ground floor of the Geography Building.

#### Conference Meal and Drinks Reception

The drinks reception, which is sponsored by Taylor and Francis, publishers of *Children's Geographies*, will take place in the Sorby Room (Geosciences Building). The conference meal will take place on Monday night at Forbury's restaurant. (1 Forbury's Square, Reading, RG6 3BB, tel: 0118 957 4044). (Please see Reading Map).

#### Language

The language of the conference is English. Given the international focus, delegates are asked to remember that many attendees do not use English as their first language. Language that is sexist, racist, disableist, homophobic or otherwise likely to cause offence should be avoided and we aim to promote an atmosphere in which scholarship can flourish free from any harassment or prejudice.

#### Presentations

Delegates have been allocated 20 minutes for paper presentations, inclusive of discussion and/or questions (15 minutes + 5 minutes for questions / discussion). Facilities are set up for MS PowerPoint in a Windows readable format. OHP facilities are also available. Please ensure that you introduce yourself to the Chair of your conference session at least 5 minutes prior to the start of your session to organise uploading your presentation.

#### Publication of Papers

The papers from the conference will not be automatically published as conference proceedings. Details of opportunities for publication will be announced at the conference.

## KEYNOTE SPEAKERS

### Keynote Speakers

#### **Professor Stuart C. Aitken**

San Diego State University, USA

Stuart Aitken is Professor in Geography, and head and co-founder of the Centre for Interdisciplinary Studies on Youth and Space, San Diego State University. Stuart has published many influential texts within the field of geographies of children, youth and families. These include *Geographies of Young People: The Morally Contested Spaces of Identity* (2001); *Family Fantasies and Community Space* (1998), *Putting Children in their Place* (1994); along with the forthcoming co-authored book *Global Childhoods: Why Children, Why Now?*, with Anne Trine Kjørholt and Ragnhild Lund. Stuart has authored or co-authored numerous articles and chapters, many within the field of geographies of children, youth and families. Notably, Stuart's research interests are diverse within the field of critical human geography, with foci ranging from critical GIS and mapping, qualitative techniques, philosophies of geography, to masculinities, gender and parenting. In his keynote speech, Stuart will draw upon recent research with young people on both sides of the Mexican/US borders to develop the notion of portable frontiers to conceptualise practical notions of identity and citizenships.

<http://geography.sdsu.edu/People/Faculty/aitken.html>

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#### **Dr Sarah Holloway**

Loughborough University, UK

Sarah Holloway is Reader in Human Geography at Loughborough University, UK. Sarah's extensive contributions to the area of geographies of children, youth and families include the books *Children's Geographies: Playing, Living, Learning* (2000), with Gill Valentine; and *CyberKids: Children and the Information Age* (2004), also with Gill Valentine. Sarah's research expertise focuses upon the interconnected topics of 'children, youth and families' and 'social geographies of in/exclusion', and she has published many influential writings and commentaries in these areas. Research foci have ranged from exploring inter-generational changes in alcohol consumption within a variety of rural and urban contexts; examining gendered and classed cultures of parenting and childcare services; researching children's social networks, virtual communities and on-line spaces of inclusion/exclusion; to investigating how Gypsy-Travellers are racialized in rural spaces. In her keynote speech, Sarah will review the contemporary achievements and future potential aims and objectives of geographies of children, youth and families.

<http://www.lboro.ac.uk/departments/gy/staff/gyslh/index.html>

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## KEYNOTE SPEAKERS

### **Professor Cindi Katz**

City University of New York

Cindi Katz is Professor of Geography in the Department of Environmental Psychology and Women's Studies at the Graduate Centre of the City University of New York. Cindi's research has charted the consequences of, and myriad responses to, globalisation on everyday life. In particular, her research details globalisation, social reproduction, young people's geographies/social studies and the (re)production of space, place and nature. Cindi has authored many acclaimed papers, chapters and books including *Growing Up Global: Economic Restructuring and Children's Everyday Lives* (2004); *Life's Work: Geographies of Social Reproduction* (2004) with Sallie Marston and K Mitchell; and *Full Circles: Geographies of Gender over the Life Course* (1993) with J. Monk. Cindi's keynote address details her recent work conceptualising the spectacularization of childhood.

[http://web.gc.cuny.edu/che/cerg/research\\_team/cindi\\_katz\\_index.htm](http://web.gc.cuny.edu/che/cerg/research_team/cindi_katz_index.htm)

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### **Professor Chris Philo**

University of Glasgow, UK

Chris Philo is Professor of Geography in the Department of Geography and Geomatics at the University of Glasgow. Chris's research interests are diverse, ranging from a longstanding expertise in Geographies of mental ill-health, asylum and post-asylum geographies; to contributions to Social and Cultural Geography; philosophical approaches in geography; and animal geographies. Chris has an extensive range of influential publications, including the recent books: *A Geographical History of Institutional Provision for the Insane from Medieval Times to the 1860s in England and Wales: The Space Reserved for Insanity* (2004); *Practising Human Geography* (2004), with Paul Cloke, Ian Cook, Phil Crang, Mark Goodwin and Joe Painter; *The Entanglements of Power: Geographies of Domination/Resistance* (2000), with Joanne Sharp, Paul Routledge, and Ronan Paddison; and *Animal Spaces, Beastly Places, New Geographies of Human-Animal Relations* (2000) with Chris Wilbert. Chris has also made significant contributions to geographies of children, youth and families (e.g. 2003; 2004). In his keynote speech Chris Philo will talk about Foucault's figuration of children.

<http://www.ges.gla.ac.uk:443/staff/cphilo>

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## KEYNOTE SPEAKERS

### **Professor Gill Valentine**

University of Leeds, UK

Gill Valentine is Professor of Human Geography at the University of Leeds. Gill's research expertise focuses upon social identities, citizenship and belonging; children and parenting; consumption cultures; and research methods. Within this framework, recent and ongoing research has investigated the role of the internet in D/deaf people's inclusion in the information society; social geographies of alcohol consumption; understanding the marginalisation and resistance of vulnerable youth; children's social networks, 'virtual communities' and on-line spaces; food consumption in the home; parental fears and restrictions on children's use of space; and sexuality and space. Gill has published multiple influential works within geography and social sciences. Recent book publications within the field of geographies of children, youth and families include: *Public Space and the Culture of Childhood* (2004); *CyberKids: Children and the Information Age* (2003), with Sarah Holloway; *Towards Inclusive Youth Policies and Practices: Lessons from Young Lesbians, Gay Men and D/deaf People* (2003) with Tracey Skelton and Ruth Butler; *Children's Geographies: Living, Playing, Learning* (2000), with Sarah Holloway; and *Cool Places: Geographies of Youth Cultures* (1998) with Tracey Skelton. Gill's keynote speech will introduce her conceptualisation of new geographies of families.

<http://www.geog.leeds.ac.uk/people/g.valentine/>

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## PROGRAMME

### Programme Synopsis

#### Day 1: Monday 17th September 2007

09:00 - 09:45	Arrival and registration
09:45 – 10:00	Conference welcome - Louise Holt (University of Reading, UK)
10:00 - 10:40	<b>Keynote 1</b> Dr Sarah Holloway (Loughborough University, UK)
10:40 – 11:20	<b>Keynote 2</b> Professor Cindi Katz (City University of New York, USA)
11:20 – 11:40	Coffee / Tea
11:40 – 13:20	<b>Session 1: (Im)mobilities and Intergenerational Relationships</b>
13:20 – 14:20	Lunch (poster presentations on display)
14:20 – 16:00	<b>Session 2: Agency and Play</b>
16:00 – 16:20	Coffee / Tea
16:20 – 17:40	<b>Session 3: Young People, Disability and Health</b>
17:40– 18:20	Break
18:20 – 19:00	<b>Keynote 3</b> Professor Stuart C. Aitken (San Diego State University, USA)
19:00 – 20:10	Drinks Reception Sponsored by <i>Children's Geographies</i> (Taylor and Francis Journal)
20:30	Conference Dinner - Forbury's Restaurant

## PROGRAMME

Day 2 Tuesday 18th September 2007

09:00 - 09:40	<b>Keynote 4</b> Professor Chris Philo (University of Glasgow, UK)
09:40 – 11:20	<b>Session 4: Education Spaces</b>
11:20 – 11:35	Coffee / Tea
11:35 – 13:15	<b>Session 5: Children and the City</b>
13:15 – 14:15	Lunch
14:15 – 15:35	<b>Session 6: Negotiating Body Boundaries</b>
15:35 – 15:50	Coffee / Tea
15:50 - 16:30	<b>Keynote 5</b> Professor Gill Valentine (University of Leeds, UK)
16:30 – 16:45	Conference Close

## PROGRAMME

### Full Programme

#### Monday 17 September

- 10:00 - 10:40    **Keynote 1**  
**Dr Sarah Holloway (Loughborough University, UK)**
- Geographies of Children, Youth and Families: Achievements, Aims and Agendas**
- Chair: Louise Holt (University of Reading, UK)
- 10:40 – 11:20    **Keynote 2**  
**Professor Cindi Katz (City University of New York, USA)**
- Childhood as Spectacle: Relays of Anxiety and the Reconfiguration of the Child**
- Chair: Louise Holt (University of Reading, UK)
- 18:20 – 19:00    **Keynote 3**  
**Professor Stuart C. Aitken (San Diego State University, USA)**
- La Frontera Portátil: Young People's Labor, Citizenship and Portable Frontiers**
- Chair: Faith Tucker (University of Northampton, UK)

#### Tuesday 18 September

- 09:00 - 09:40    **Keynote 4**  
**Professor Chris Philo (University of Glasgow, UK)**
- Foucault's Little Monsters**
- Chair: Nicola Ansell (Brunel University, UK)
- 15:50 - 16:30    **Keynote 5**  
**Professor Gill Valentine (University of Leeds, UK)**
- New Geographies of Family Life: Intimacies and Spatialities.**
- Chair: Sophie Bowlby (University of Reading, UK)

## PROGRAMME

### Paper Presentations

Day 1 - Monday 17 September 2007

#### Session 1: (Im)mobilities and Intergenerational Relationships

Chair: Lorraine Van Blerk (University of Reading, UK)

**11:40 Filling the Family's Transport Gap: Young People and Load Carrying in Sub-Saharan Africa**

Gina Porter, Kate Hampshire, Albert Abane, Mac Mashiri, Alister Munthali & Elsbeth Robson (Durham University; University of Cape Coast, Ghana; CSIR, Pretoria; University of Malawi)

**12:00 Consequences of Rural Out Migration on the Life of Left Behind Family Members: A Comprehensive Study of Children and Young Dependents of Migrants of Bilaspur District of Himachal Pradesh In India**

Dinesh Sharma (Himachal Pradesh University, Shimla, India)

**12:20 Young Rural Cambodians: Changing Life, Changing Perspective**

Derek Van Berkel (University of Utrecht, Netherlands)

**12:40 On Not Going Home at the End of the Day: Spatialised Discourses of Family Life in Single Location Home/Workplaces**

Julie Seymour (University of Hull, UK)

**13:00 Liminal Spaces: Changing Inter-Generational Relations Among Long-Term Liberian Refugees in Ghana**

Kate Hampshire, Gina Porter, Kate Kilpatrick, Peter Kyei, Michael Adjaloo & George Rapoo (Durham University; KNUST, Ghana)

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### 13:50 – 14:20 Poster Presentations

**School Life, Faith and Culture: Exploring Religion and Spirituality in Children's Everyday Spaces**

Peter Hemming (University of Leeds, UK)

**Mind-Body Spaces of Horse-Human Communication**

Cheryl Nosworthy (University of Reading, UK)

**Drinking Places: Young Women's Socio-Spatial Practices of Alcohol Consumption**

Melissa Stepney (University of Reading, UK)

**Exploring Spaces of Transition with Visually Impaired Youth**

Nancy Worth (University of Leeds, UK)

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## PROGRAMME

### Session 2: Agency & Play

Chair: Michelle Pyer (University of Northampton, UK)

**14:20 Performance and Play: Young People Recreating the City as an ‘Oeuvre’?**

Fiona Kelleher (University College Cork, Ireland)

**14:40 Safe Risk: Intergenerational Geographies of Informal Outdoor Play**

Bethan Evans & Steve Millington (Manchester Metropolitan University, UK)

**15:00 How Children ‘Place’ Themselves and Others in Local Space**

Danielle van der Burgt (Uppsala Universitet, Sweden)

**15:20 Disentangling Participation and Exclusion: Young People’s Participation in the Skate Park Redevelopment in Newcastle Upon Tyne**

Peter Rogers (Manchester Metropolitan University, UK)

**15:40 For More ~~Childish~~ Geographies: Poststructuralism, Participation and Seriously Playful Methods**

Mike Kesby (University of St. Andrews, UK)

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### Session 3: Young People, Disability and Health

Chair: Peter Kraftl (University of Leicester, UK)

**16:20 What Difference Does it Make? Some Reflections on ‘Disability’, Bodily Differences and Childhood Research.**

Michelle Pyer & Faith Tucker (University of Northampton, UK)

**16:40 Including Deaf Children in Dáil Na Nóg: The Case of Citizenship for Deaf Young People in Ireland**

Elizabeth S. Mathews (National University of Ireland Maynooth, Ireland)

**17:00 The Geographic Complexities of Autistic Spectrum ‘Disorders’: A Local Perspective?**

Jenny Broome-Smith & Darren P. Smith (University of Brighton, UK)

**17:20 Influence of Environmental Risk Factors on Children’s Health in Hungary**  
Annamária Uzzoli, F. Zsuzsanna Pluhár & F. Bettina Pikó (Eötvös Loránd University, Budapest, Hungary)

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## PROGRAMME

### Day 2 - Tuesday 18 September 2007

#### Session 4: Education Spaces

Chair: Bethan Evans (Manchester Metropolitan University, UK)

**09:40 More-Than-Childcare? Everyday, Emotional Geographies of a Local Sure Start Centre**

John Horton & Peter Krafft (The University of Northampton; University of Leicester, UK)

**10:00 “The Teachers Seemed a Bit Obsessive With Health and Safety”: Students’ Experiences of Risk Through Geography Fieldwork**

Victoria Cook (University of Leeds, UK)

**10:20 Whose Education? Disentangling the person from a ‘personalised education’ system**

Jessica Pykett (Futurelab Education, Bristol, UK)

**10:40 Geographies of Health and Exercise in the Primary School: Children, Bodies and Emotions**

Peter Hemming (University of Leeds, UK)

**11:00 The Young Peoples’ Geographies Project**

Diane Swift (Curriculum Leadership Projects Manager, The Geographical Association, Sheffield, UK)

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#### Session 5: Children and the City

Chair: John Horton (University of Northampton, UK)

**11:35 Children Living in the City: Experiences, Needs and Desires**

Maria Prats, Anna Ortiz & Mireia Baylina (Universitat Autònoma de Barcelona, Spain)

**11:55 Contemporary Gentrified Urban Environments: ‘Childless and Middle Class?’**

Louise Holt & Sophie Bowlby (University of Reading, UK)

**12:15 Negotiating Children’s Spatial Freedom: Examples of Three Parisian Families**

Olga den Besten (University of Northampton, UK)

**12:35 Social and Educational Inequalities in the City: Exploring the Understandings of Urban White Middle Class Children**

Sumi Hollingworth, Phoebe Beedell, Fiona Jamieson & Katya Williams (London Metropolitan University; University of the West of England; University of Sunderland, London Metropolitan University, UK)

**12:55 Travellers, Housing and the (Re)construction of Communities**

David Smith & Margaret Greenfields (Canterbury Christchurch University; Buckingham Chilterns University College, UK)

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## PROGRAMME

### Session 6: Negotiating Body Boundaries

Chair: Naomi Bushin (University College Cork, Ireland)

**14:15 (M)others on the Margins? The Experiences of Teenage Parents in the UK**

Sally Dench & Laura James (University of Oxford, UK)

**14:35 Shutting the Bathroom Door: Negotiating Bodily Boundaries within Families**

Ruth Lewis (University of Edinburgh, UK)

**14:55 The Mobile Phone is a Bike Shed?**

Emma Bond (Chimera, Ipswich, UK)

**15:15 The Socio-Spatial Experience of Young People Under British Anti-Social Behaviour Legislation**

Rachel Manning, Robert Jago & Julia Fionda (University of the West of England, Bristol; Surrey University; Southampton University, UK)

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## Abstracts

### Keynote Speaker Abstracts

#### La Frontera Portátil: Young People's Labor, Citizenship and Portable Frontiers

**Professor Stuart C. Aitken**

San Diego State University, USA

I am concerned that the work of young people and its relations to their identity is lost in larger neoliberal and (sometimes also) academic discourses. In critique of the agendas that embody those discourses, I task a number of institutional proclamations on young people's work and citizenship as a series of empty effects that are often inappropriately structured around developmental outcomes. I suggest a different way of looking at young people's work that coheres to more practical notions of identity and citizenship. Portable frontiers – exemplified in this paper by the work of children on both sides of the US/Mexican border but also relating to broader notions of borders and frontiers – are important here. In merging with these frontiers young people's identities are not randomly conceived and yet they are not predictable either.

## KEYNOTE ABSTRACTS

### Geographies of Children, Youth and Families: Achievements, Aims and Agendas

**Dr Sarah Holloway**

Loughborough University, UK

Geographical approaches to children, youth and families have changed rapidly from nascent calls to put women and children on the disciplinary agenda in the 1970s, to a burgeoning wealth of first feminist and later child-centred research in subsequent decades. The purpose of this paper is to introduce the conference with a brief overview of our collective achievements to date, before going on to consider a range of contemporary aims and future agendas.

## KEYNOTE ABSTRACTS

### Childhood as Spectacle: Relays of Anxiety and the Reconfiguration of the Child

**Professor Cindi Katz**

City University of New York

Spectacle, according to French situationist Guy Debord, is the accumulation of capital to the point of collapse; where capital itself becomes image. As the 21st century picks up speed and settles into place, childhood has become a spectacle--a site of accumulation and commodification--in whose name much is done. In this paper I ask why and through what means this spectacularization has occurred, delineate three configurations of the child—as accumulation strategy, ornament, and waste—that it precipitates, and point to some of the consequences of these material social practices for actual children and the historical geographies of their everyday lives. In exploring what is accomplished politically and socially by these cultural formations, I draw out their connections with commodification, essence, distraction, and panic.

## KEYNOTE ABSTRACTS

### New Geographies of Family Life: Intimacies and Spatialities.

**Professor Gill Valentine**

University of Leeds, UK

This presentation begins by reflecting on the 'family' as a subject of geographical research, tracing its role in debates across a range of sub-disciplinary areas. In doing so it specifically considers its relationship to work on children and young people's geographies, and geographies of gender/sexuality and 'home'. Then, drawing on original empirical research from an ESRC funded study about the impact of problem gambling on 'the family' it considers the spatialities of intimate relations and what this tells us about the role and meaning of 'family' to its members.

## Paper Presentation Abstracts

### The Mobile Phone is a Bike Shed?

**Emma Bond**

Chimera, Ipswich, UK

Derived from a wider study based on children's perceptions of mobile phones and risk in their everyday lives, this paper considers children, mobile phones and sexuality. It examines contemporary discourses of childhood, culture and sexuality in post modernity to suggest that the mobile phone is central to understanding children's social networks, sexuality and reflexivity in their construction of self-identity. The data obtained from focus groups with children resonate with notions of the pursuit of self and personal identity and the research findings suggest that whilst the relationship between the mobile phone, young people and sexuality is complex, it is fundamentally important to understanding contemporary children's everyday lives and their construction of self and as gendered, sexual identities. The children in the study were creative using both mobile and other technologies to construct and maintain sexual identities, share material of a sexual nature and manage intimate, romantic relationships. The findings suggests that the mobile phone provides a space in contemporary children's lives for developing their sexuality, the sharing of and exploration of sexual material and indeed each other's bodies largely concealed from the adult world.

## ABSTRACTS

### The Geographic Complexities of Autistic Spectrum ‘Disorders’: A Local Perspective?

**Jenny Broome-Smith**

**Darren P. Smith**

University of Brighton, UK

This paper explores the link between socio-economic deprivation and the non-diagnosis of children with ASD. Drawing upon the novel data of the Compass register in Brighton and Hove, UK, our descriptive analyses show that there is a relatively high diagnosis of ASD in the more affluent areas of Brighton and Hove, which may be tied to a complex set of societal and institutional factors, such as parents’ knowledgeable of professional discourses and mechanisms, and the allocation of resources and support. The findings therefore reveal a differential and uneven set of geographies of ASD and the diagnosis of ASD within the case study area. The paper also emphasises the merit of adopting a micro-geographic lens of enquiry, and the possible value of survey-based empirical data for understandings of childhood and disability.

## ABSTRACTS

### “The Teachers Seemed a Bit Obsessive With Health and Safety”: Students’ Experiences of Risk Through Geography Fieldwork

**Victoria Cook**

University of Leeds, UK

Concerns over risk underlie many of the recent reports documenting the decline in children’s independent use of public space in England. Rather than remove children from ‘risky’ environments altogether, however, it is important that children learn how to evaluate and manage risk. School fieldwork provides a valuable means by which children can experience and learn about risk in a range of different environments. Nevertheless, fieldwork provision in UK schools has declined in recent years, which has partly been attributed to teachers’ false perceptions of risk. This paper focuses on students’ experiences of risk through geography fieldwork in nine state secondary schools in England. Risk was found to be a central and very real concern for teachers organising and undertaking fieldwork. However, the extent to which these concerns constrained or facilitated the students’ experiences of risk was largely determined by the teachers’ spatial imaginations of fieldwork. These spatial imaginations encapsulated an implicit relationship of power between teachers and their students, which highlights the complex socio-spatial positioning of children in relation to discourses surrounding risk.

## ABSTRACTS

### Negotiating Children's Spatial Freedom: Examples of Three Parisian Families

**Olga den Besten**

University of Northampton, UK

Numerous studies in Children's Geographies show that children in Western countries have less and less independent spatial mobility. There is also a growing public concern that not many children walk to school or spend time outside on their own. Using a multi-method approach including interviews, child- and parent- guided walks in the area, photos taken by children and children's maps, the research takes a closer look at how decisions on children's spatial freedom are made in three Parisian families. In one family, the "mother hen" has an uncompromising strategy to protect her boys from dangers of the street by all means. Another mother's way of relating to her urban area is to enjoy it - and let her young daughters enjoy it, too, and make the most use of outdoor space. The third family's control of their children's unsupervised access to the street is measured - and consciously progressively diminishing. The paper explores the reasons for such differences in parental strategies. It also elaborates on the means which parents use to make sure they do not worry when their children are outside, including teaming up with a sibling or a friend, sight and voice accessibility, regular checks, and children's self-control.

## ABSTRACTS

### (M)others on the Margins? The Experiences of Teenage Parents in the UK

**Sally Dench**

University of Sussex, UK

**Laura James**

University of Oxford, UK

This paper explores the experiences of teenage mothers as a group that are ‘othered’ via dominant assumptions of agency. It demonstrates the heterogeneous nature of this group of young women and the ways in which they are ambiguously positioned: discursively (and often literally) marginalised by negative stereotypical views yet (some at least) also the subject of a range of official interventions.

Data from the national evaluation of Care to Learn<sup>1</sup> is used to explore the impact of the socio-spatial context in which young women are situated before they become pregnant. It shows that family, peer groups, local cultural and economic geographies, education and other interventions as well as their own self-view and self-esteem interact to move them along a range of trajectories.

The paper goes on to explore the ways these socio-spatial contexts are reconfigured on becoming a teenage mother. The same factors and their legacy continue to shape experiences; however, others also come into play, including changes in identity and sense of purpose in life, being negatively stereotyped by press and public, being able to access a range of alternative learning opportunities, and help with personal and practical problems. We conclude with some comments on the implications for policy.

<sup>1</sup> An initiative providing financial support towards the cost of childcare while young parents remain in learning, alongside encouraging support in dealing with personal and practical problems.

## ABSTRACTS

### Safe Risk: Intergenerational Geographies of Informal Outdoor Play

**Bethan Evans**

**Steve Millington**

Manchester Metropolitan University, UK

A range of work within children's geographies has addressed the discursive production of 'risk' and 'fear' in relation to children and young people's (CYP) outdoor play, particularly with reference to media representations of, and resultant parental and institutional restrictions on, CYP's access to public space. This paper develops this by questioning the complex and multiple ways in which discourses of risk are materialised within urban policies and the actions of those responsible for maintaining and providing spaces for children's outdoor play. Following recognition of the importance of remembered childhoods to policy makers' accounts of risk and play, we adopt a methodological approach which combines intergenerational participatory methods with CYP and older people, with both formal and narrative interviews with policy makers in Manchester. This research is situated within a recent recognition by organisations such as CAFE and ROSPA of the benefits of unsupervised, outdoor, challenging play, often articulated with reference to the need for 'safe risk'. We question this concept of 'safe risk' by situating CYP within complex networks of actors who collectively produce and mediate safety and risk by restricting and enabling CYP's use of outdoor spaces, whilst simultaneously negotiating the extent to which they themselves are 'at risk'.

## ABSTRACTS

### Liminal Spaces: Changing Inter-Generational Relations Among Long-Term Liberian Refugees in Ghana

**Kate Hampshire, Gina Porter, Kate Kilpatrick, Peter Kyei, Michael Adjaloo, George Rapoo**

Durham University, UK and KNUST, Ghana

This paper is concerned with changing inter-generational relations among long-term Liberian refugees in the Buduburam settlement camp, Ghana. Four months of fieldwork were conducted in the settlement using a range of qualitative methods to elicit emic understandings of the nature and causes of changes in inter-generational relations. Various aspects of the refugee experience, in particular the strategies used by young people to cope with long-term livelihood insecurity, are seen by camp inhabitants to have led to a reconfiguration of relationships between older and younger people and even to the blurring of inter-generational categories. There is a powerful discourse linking economic impotence of older people with the erosion of inter-generational relations of authority and deference. This is seen to have encouraged both a devaluation of old age and experience within the community and an increase in tensions between young and old. In response, some older people choose to transgress generational boundaries by adopting aspects of youth culture and style, while younger people express considerable ambivalence about their own ability to make the transition from youth to adulthood. We argue that the camp and social context of Buduburam diminishes the ability of refugees to become full social and economic adults in their own terms, as well as pushing young people in particular into risky livelihood strategies. This has important implications for the ability of everyone, both young and old, to cope with the demands of refugee life.

## ABSTRACTS

### Geographies of Health and Exercise in the Primary School: Children, Bodies and Emotions

**Peter Hemming**

University of Leeds, UK

The current UK policy concern with children's health has led to primary school practices of sport, exercise and active play aimed, in particular, at constructing children's bodies as 'healthy'. Qualitative explorations of children's own values and experiences however, reveal that their understandings of sport in school differ considerably from its potential to be healthy, instead emphasising emotional geographies of pleasure and enjoyment. This paper aims to develop a better understanding of children's ability to modify and reconstitute discursive corporeal regimes through their own agency, thus highlighting the fluid nature of the primary school as an institution. Adult discourses and children's bodily challenges to these mingle and intersect, creating spaces of competing values and discourses that work to transform and renegotiate the primary school. Although this paper focuses particularly on the UK context, the findings will be relevant for any country in which child obesity is of current concern for social and education policy.

## ABSTRACTS

### Social and Educational Inequalities in the City: Exploring the Understandings of Urban White Middle Class Children

**Sumi Hollingworth**

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**Phoebe Beedell**

University of the West of England, UK

**Fiona Jamieson**

University of Sunderland, UK

**Katya Williams**

London Metropolitan University, UK

Addressing the persistent inequalities among children in the British education system, has been a central challenge for critical education research. Concurrently, recent research in geography has drawn attention to the spatial dynamics of such inequalities, highlighting the increasing ethnic and social segregation in urban schooling, in particular. However there is little research which explores urban children's views and experiences of these realities. This paper explores how a section of more privileged young people attending socially and ethnically mixed urban comprehensive schools, discuss and come to understand social and educational inequalities.

Taking a social constructionist approach, and using a discourse analysis, the authors draw on a dataset of 68 interviews with white middle class young people who attend/ed inner city comprehensive schools, across three cities in England. Bearing in mind that these are children of parents who we might expect to espouse 'a liberal identity', and collectivist commitments, evident in their commitment to state comprehensive schooling, this paper will explore the tension between the prevailing discourse of 'individualism', and the young people's difficult to articulate awareness of structural differences between children in terms of resources, home circumstances and what sociologists would refer to as social, cultural and economic capital.

## ABSTRACTS

Contemporary gentrified urban environments: ‘Childless and middle class’?

**Louise Holt**

**Sophie Bowlby**

University of Reading, UK

This paper establishes an agenda to research how urban policy imperatives can frame the socio-spatial contexts of children and young people, by effectively marking them as ‘out of place’ within particular spatial contexts, notably Inner Cities. In a recent address, Peter Hall (2007) contended that one of the key contemporary problems facing Anglophone Western Society is the out-migration of affluent couples with children from gentrified urban neighbourhoods to ‘family-oriented’ suburban and rural locations. We argue that national government urban renaissance policies can unintentionally reproduce the relative exclusion of young people and their families from Inner Cities. It is emphasised that in-depth empirical research is required to evaluate the local inflections of national policy directions and to explore the mechanisms by which, children and their families are excluded from regenerated Inner City localities.

## ABSTRACTS

### More-Than-Childcare? Everyday, Emotional Geographies of a Local Sure Start Centre

**John Horton**

University of Northampton, UK

**Peter Kraftl**

University of Leicester, UK

Since 1999, the UK Government's 'Sure Start' centres have offered renewed childcare, education and healthcare facilities for the benefit of 0-4-year-olds in the 524 most 'deprived' wards in the UK. This paper re-presents findings from interviews undertaken with 150 parents/carers, during an evaluation of one Sure Start centre in Northamptonshire. We suggest that these parents'/carers' – often deeply affecting – accounts of childbirth, parenthood and experiences of the Sure Start centre problematise many extant academic accounts of childhood and youth, in four senses. First: in evoking the complex entanglements of local social/familial relations and moral geographies which importantly configure motherhood and childhood in this context. Second: in voicing experiences and emotions which, although commonplace, often remain unspeakable in narratives of motherhood and childhood (namely depression, shame, anger, self-doubt and isolation). Third, more broadly: in articulating a range of spatialities, issues and attachments which – being ostensibly banal, everyday, fleeting and ineffable – often go unrecorded in accounts of childcare, education and healthcare. And, fourth: in asserting how such often-overlooked complexities, emotions and everyday spatialities *matter*, fundamentally and politically.

## ABSTRACTS

### Performance and Play: Young People Recreating the City as an 'Oeuvre'?

**Fiona Kelleher**

University College Cork, Ireland

This paper interrogates the relationship between place and identity amongst young teenagers in urban Ireland. For Henri Lefebvre the city can be conceived as an 'oeuvre', a work of appropriation on the part of its inhabitants. Through their participation in the public lives of their neighborhoods and communities, all urbanites struggle to maintain their 'right to the city'. Recent debates in human geography have re-problematized how children and teenagers act out these rights within the social and moral constraints of the city. In the context of both these debates and the contemporary urban transformations in Ireland, this paper explores how gendered identities are performed by young teenagers on the street and in the school.

Mobilizing notions of both performativity and social capital, the paper evaluates how the school and the street can be regarded as staging areas where a wide mix of young people gather and come to present and produce themselves. Through these concepts the paper will consider how hegemonic and heterosexual masculine and feminine identities are interpreted and reproduced in two neighborhoods in Cork. At issue is how these identities intersect with broader question of young people's inclusion in public space which in turn shape their actual and perceived role in the community.

## ABSTRACTS

### For More ~~Childish~~ Geographies: Poststructuralism, Participation and Seriously Playful Methods

**Mike Kesby**

University of St Andrews, UK

This paper is based on my recent editorial for the *Children's Geographies* and owes much to the contributing authors of that special edition on methodology. Pursuing productive convergences between our sub-discipline, participatory approaches, and poststructural theory, the paper seeks to explore the practical and theoretical contributions that Children's Geographies might make to broader questions about the constitution of critical consciousness and political action, among both 'children' and 'adults'. The paper explores how the assertion that we 'take child's play seriously' (Katz, 2004) might play out methodologically in ways that enable researchers to facilitate participants' appreciation of the 'made-up-ness' of norms and their ~~childish~~[1] re-imagination/transformation of social realities.

[1] In their recent editorial for *Children's Geographies* Horton and Kraftl (2005) use a strike through to signify resistance to the normative meaning of words such as 'children' and the work they normally do: i.e. 'childish' is an inherently pejorative term, but as children's geographers we should challenge this.

## ABSTRACTS

### Shutting the Bathroom Door: Negotiating Bodily Boundaries Within Families

**Ruth Lewis**

University of Edinburgh, UK

As many young people report feeling awkward about their bodily changes during puberty, it is perhaps unsurprising that they seem to become increasingly private about their time in the bathroom. However, the socio-spatial dimensions of young people's increasing time alone in the bathroom do not appear to have been reflected on within the literature on children's geographies. Drawing on individual accounts from parents and young people (aged 11-15) from 23 families, this paper explores concepts of privacy and bodily surveillance within families. Despite its relative marginalisation in analyses of the micro-geographies of the home, I will argue that negotiations over private time in the bathroom are key to understandings of 'growing-up' within families, as well as the construction of familial sexual climate. Furthermore, despite parents' regulatory practices concerning their children's bodies, I will argue that through shutting and even locking the bathroom door, young people are agents in establishing the boundaries for knowledge of their bodies.

## The Socio-Spatial Experience of Young People Under British Anti Social Behaviour Legislation

**Rachel Manning**

University of the West of England, UK

**Robert Jago**

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**Julia Fionda**

Southampton University, UK

In this paper we explore the impact of Anti Social Behaviour legislation on young people's experiences of their environments. The Anti Social Behaviour Act 2003 includes provisions that impact on the socio-spatial experience of young people. Such provisions demonstrate a general intolerance of the traditional behaviour of young people to gather in public places, and thus ignore the potential significance of places as defining features of human existence.

Drawing on social psychological and criminological theory, we conceptualise this situation in intergroup terms (Tajfel & Turner, 1986), foregrounding the importance of identity, and consider how treating young people in this way could establish and maintain antagonistic intergroup relations, thereby exacerbating one of the very problems the legislation seeks to resolve. There is an evident need, in the light of the aforementioned legislation, to look specifically at the relationships that young people have with the places they inhabit.

Using interviews with young people who have been given Anti-social Behaviour Orders, and their parents, our paper will begin to examine the everyday impact of this legislation, and the symbolism inherent in this particular form of control of public space in terms of the place of young people in British society.

## Including Deaf Children in Dáil Na Nóg: The Case of Citizenship for Deaf Young People in Ireland

**Elizabeth S. Mathews**

National University of Ireland, Maynooth, Ireland

This paper examines the issue of citizenship for deaf children in Ireland. While the question of child citizenship has received significant media attention in Ireland of late, a number of minority groups, including children with disabilities, have not featured greatly in this debate. One key initiative aimed at improving participation of children in matters that affect them is the annual Dáil na nÓg (youth parliament). However, in spite of budgetary allocations and attempts from central organisations for including deaf children at this event, organisers have been unsuccessful to date due to a number of complex geographical and social reasons. This paper will discuss the difficulties in including deaf children at this event in relation to larger issues such as educational integration, disability rights and child citizenship. It will also look at a number of possible solutions to the current difficulties faced. Finally, it will be argued that since citizenship rights for deaf *adults* in Ireland have not yet been realised, any attempt to improve citizenship and participation among deaf children may have positive repercussions for the next generation of deaf adults.

## ABSTRACTS

### Filling the Family's Transport Gap: Young People and Load Carrying in Sub-Saharan Africa

**Gina Porter, Kate Hampshire, Albert Abane, Mac Mashiri, Alister Munthali, Elsbeth Robson**

Durham University UK; University of Cape Coast, Ghana; CSIR, Pretoria, South Africa; University of Malawi

This paper draws on recent work in Ghana and an ongoing study in three countries (Ghana, Malawi, South Africa) to illustrate the substantial implications of sub-Saharan Africa's transport gap for young people, especially girls.

In rural areas, in particular, where roads and transport services are often deficient and many households lack the economic purchasing power to obtain transport equipment or pay fares, much everyday transport work (carrying water, fuelwood, agricultural produce) needed to sustain the household is delegated to young people. This activity has been largely invisible in studies of African rural economies, since children's work activity as a whole has been commonly subsumed under women's or family labour.

We consider the potential impacts of transporting activities on young people's education, health and well-being, bearing in mind that there may be much more to carrying than mere physical weight: load carrying is embodied, performed and enacted as social position. The impact of transport failures on fostered children is of particular concern.

## ABSTRACTS

### Children Living in the City: Experiences, Needs and Desires

**Maria Prats**

**Anna Ortiz**

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Universitat Autònoma de Barcelona, Spain

The goal of this paper is to present the main results of a research on the role of urban public spaces in children's daily life, in Spanish and Mexican urban areas. This research is framed in the context of the new cultural geographies focusing on diversity and difference. In particular, the paper examines the diversity of social and spatial experiences and desires of children in two countries. Qualitative techniques (written interviews and drawings) are used in order to understand children's experiences.

The social and cultural differences as well as gender dimension play an important role in shaping children's free time; in their use and appropriation of public spaces and their perception on security and in their expectations for a children's friendly city.

What Difference Does it Make? Some Reflections on ‘Disability’, Bodily Differences and Childhood Research

**Michelle Pyer**

**Faith Tucker**

University of Northampton, UK

Children’s Geographers have meticulously discussed issues of ‘bodies’ and ‘power’ within research, focussing on gender, age and/or bodily size. Discussions of this type also arise from literature stemming from Disability Studies, which have noted the limited ability of able-bodied researchers to record and reflect upon the lives of those who are disabled. Drawing on reflections from two doctoral studies, this paper will consider the influence and experience of ‘disability’ as it relates to three stages within the research process; the planning, doing and evaluating of empirical research when ‘disability’ and ‘childhood’ are part of the picture. We take here two starting points. Firstly, we reflect on the impact of disability when the participants of research are ‘disabled’. Secondly, we turn the tables and discuss the influence of ‘disability’ when it is experienced first hand by the researcher working in childhood or youth settings. Our aims here are as follows; first, to draw attention to the profile and importance of ‘disability’-related considerations within Children’s Geographies; second, to highlight the close linking issues which have arisen within each discipline respectively; and third, to reflect on the repercussions of these discussions for (embodied) research with and/or by, ‘disabled’ people.

## Whose Education? Disentangling the Person From a ‘Personalised Education’ System

**Jessica Pykett**

Futurelab Education, Bristol, UK

Despite the large amount of time spent there, children’s experience of formal schooling plays only a small part in the children’s geographies literature. This paper therefore examines an idea that has gained increased currency in educational debates in England - ‘Personalised learning’. This is a politically contested term. For some, it denotes a contemporary form of educational ‘choice’ and responsibility; for other, ‘progressive’ educators, it denotes an education which values personal differences as opposed to rigid national testing. It is within this policy framework that children’s educational achievements become disentangled from their families and socio-spatial contexts; where there is personalised choice, there must be individualised successes and personalised failures. Pupils living in certain geographical areas are constructed as personally ‘unteachable’ whilst the systematic processes of cumulative socio-spatial disadvantage are obscured. Indeed real people often fail to live up to the idealised form of the neoliberal worker-citizen implied by personalisation. This is part of a wider discourse about the personal which sees education, family, social and youth justice policies conflating around the idea of personalised responsibility – prompting media reports of ‘ASBO’s for embryos’ and prison sentences for parents who ‘allow’ their children to truant from school. This paper argues for a sustained examination of the relationship between formal education policy and the socio-spatial contexts of young people. Through a geography of education, I therefore seek to show how the mantra of personalised learning has failed to adequately conceptualise the child as person.

## ABSTRACTS

### Disentangling Participation and Exclusion: Young People's Participation in the Skate Park redevelopment in Newcastle Upon Tyne

**Peter Rogers**

Manchester Metropolitan University, UK

Clear tensions are apparent in the assessment and participation of young people in the cities of today, particularly in relation to changing decision-making structures in design-led regeneration strategies in contemporary city centers. These strategies are often driven by economic rather than civic imperatives, raising questions about the systems of participation and consultation throughout the regeneration process. This paper assesses these tensions by first giving a broad policy context to the “urban renaissance” and “Youth Matters” policy guidance in the UK and then grounding this with reference to an empirical case study of redevelopment targeting young people in the city center of Newcastle upon Tyne. This addresses both the explicit inclusion of young people as well as the implicit exclusion of youth from key spaces and decisions. The aim is to show that marginal identity groups often considered viable as consumers are increasingly problematised by being defined through aesthetics of perception as opposed to impact of their presence, and suggest further that this is embedded in the means through which they are engaged. This draws from research conducted during an ESRC funded PhD and subsequent updates pending future funding.

## ABSTRACTS

### On Not Going Home at the End of the Day: Spatialised Discourses of Family Life in Single Location Home/Workplaces

**Julie Seymour**

University of Hull, UK

This paper contributes to the research on spatiality, family life and childhood by examining a comparatively uncommon configuration; that of the single location home/workplace. It draws on an empirical study of family-run hotels, pubs and boarding houses to examine family practices in locations which are both home and business. A family practices approach focuses on both the activities and interactions of family members and their contribution and reference to wider discourses relating to 'the imagined family' (Gillis, 1996). Elsewhere I have discussed the socio-spatial activities of boundary construction in home/workplaces (Seymour, 2007). Here I focus on the spatiality of discourses of family life using interviews with adults and children. Interviewees discuss the extent to which they feel able to achieve the family life to which they aspire while living in the business location. As part of their presentation, they frequently make reference to place, space and location to inter-subjectively illustrate their narratives, explicitly spatialising the family discourses from which they draw. The paper provides data on a relatively underresearched area and, by providing a comparison with settings where the home and paid employment occur in discrete settings, allows an examination of lay assumptions about the socio-spatial imaginations of family life.

## ABSTRACTS

### Consequences of Rural Out Migration on the Life of Left Behind Family Members: A Comprehensive Study of Children and Young Dependents of Migrants of Bilaspur District of Himachal Pradesh in India

**Dinesh Sharma**

Himachal Pradesh University, India

This particular study is aimed at to dig up the actual consequences of large scale rural migration on the over all life of left behind family members of principle migrants especially the children and young dependents. This is an independent primary study and completed in the year 2006. The sample is divided into two broad geographical divisions based on the MSL heights. The sample of 500 migrants (250 each from the two categories of geographical divisions) has chosen randomly by applying Tipett's table of random numbers. Data has collected through a well structured schedule and advanced mathematical and statistical tools are applied for the data analysis and interpretations. The study reveals actual problems faced by the dependents especially children and young ones and good-bad impact of migration on their lives. The study recognizes the role and importance of NGO's, Local as well as federal government Institutions, welfare agencies and others to work for the migrant dependents. The study concludes that the overall conditions prevailed in the rural areas are not too good to support the betterment and developmental environment for the young and children that further worsen due to the migration of main hands. It suggested for a time bound active role of development agencies to correct the prevailed problem.

## ABSTRACTS

### Travellers, Housing and the (Re)construction of Communities

**David Smith**

**Margaret Greenfields**

Canterbury Christchurch University; Buckingham Chilterns University College, UK

Spatial segregation is important in understanding the experiences of ethnic minorities, as they are more likely to reside in areas where unemployment, social deprivation and other indices of social exclusion are higher. The paper will present findings from two research projects that the presenter has recently been involved in: firstly the East Kent Gypsy and Traveller Accommodation Assessment, which is a requirement on local authorities to assess the accommodation needs of Gypsies and Travellers in their area under the Housing Act 2004. Secondly, the paper will discuss some issues arising from an ongoing pilot project titled 'Social networks and social relations between housed Travellers and other residents of social housing in Canterbury'. This project is concerned primarily with the implications of place for a particularly marginalised group, through examining the experiences of Traveller families living in social housing.

A series of factors have meant increasing numbers of Travellers moving into housing over recent decades, and it is estimated that approximately 200,000 live in housing in the UK. The paper will present qualitative data that explores housed Travellers attitudes to, and experiences of, housing. Travellers experience some of the worse racism and prejudice in the EU and the limited evidence available suggests that conflict between Travellers and their neighbours are common on housing estates. However, localised cultures and the socio-demographic/ethnic composition of different estates may provide an insight into the nature of community relations between housed Traveller families and the wider community.

## ABSTRACTS

### The Young Peoples' Geographies Project

**Diane Swift**

The Geographical Association, Sheffield, UK

The Young Peoples' Geographies Project<sup>1</sup> is exploring ways in which geography teachers can use the lived experiences of young people to empower learners to think geographically. Young people are part of different social groups, they interact simultaneously with others at both a local level (friends, family) and at a global level (via the internet), they navigate very complex networks of participation from informal social groups (friends, school groups, shared social activities) to more organised social activities (such as clubs, sport and music) and formalised group activities especially in school. Their access to spaces and places are enabled and/or hindered by a range of factors and influences such as parents, financial considerations, age group, feelings of safety, identification with different groups, personal interests etc. Over the last year the Geographical Association has been exploring such geographies. We have established conversations between young people, academic geographers, geography teachers and geography teacher educators. These are informing a dynamic process of curriculum construction ('curriculum making') in schools. During the second year of the project we hope to work towards the development of appropriate pedagogic approaches that will enable us to close the perceived gap between pupils' lived geographies, school geography and academic geography.

<sup>1</sup> The Young Peoples' Geographies Project is led by the Geographical Association ([www.geography.org.uk](http://www.geography.org.uk)) as a part of the Action Plan for Geography. The project is also being supported by the Academy for Sustainable Communities.

## ABSTRACTS

### Influence of Environmental Risk Factors on Children's Health in Hungary

**Annamária Uzzoli,**  
**F. Zsuzsanna Pluhár**  
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Our study aims to present how children define environmental risk factors of their health. To examine the effects of the environment a special questionnaire - 'draw-and-write' - was used as a research method. We conclude the connection between health behaviors and environmental risk depends on the quality of their environment, and it has a number of spatial relations.

## ABSTRACTS

### Young Rural Cambodians: Changing Life, Changing Perspective

**Derek Van Berkel**

University of Utrecht, The Netherlands

Rural areas in the majority world are relative latecomers to the cultural and economic diffusion that have resulted with global interconnectivity. Still, local cultures and livelihoods have changed in these remote areas; altered through relationships with individuals and institutions that extend past local communities. Young people in this process have been greatly influenced, often the most receptive to novel ideas and products experienced from education and different communication technologies. In this study the convergences of global influences for the youth of the rural community of Osdao, Cambodia is explored. Their exposure to global culture is complicated, as most young people in the community participate in two Non-governmental organisations that teach English and computer skills as a strategy for diminishing poverty. Youth are positive about this and display considerable aptitude negotiating their individual constraints (i.e. poverty) with the opportunities had in NGOs. Differing individual poverty and diminishing opportunities in the area have led many to believe that their improved education is better used in urban areas of the country. While maintaining rural values and identities, youth also adopt new knowledge and embrace modern opportunities coming with their changing context. This disproportionately favours modernity, but cannot be described as hazardous for intergenerational cohesion. Instead, findings suggest that the exposure to outside linkages increase the scope and scale of identities and aspirations; wanting to move to the city and/or to have a modern lifestyle.

## ABSTRACTS

### How Children 'Place' Themselves and Others in Local Space

**Danielle van der Burgt**

Uppsala universitet, Sweden

This study examines the ways in which children (ages 11 to 15) in six adjacent neighbourhoods in a medium-sized Swedish town place themselves and others in local space. Special attention is given to the way the children discuss a neighbourhood stigmatized in the public discourse and the way children who live in this neighbourhood react to the negative representations of the place they live in. The study is based on group interviews and maps. Conclusions show that children construct representations of their own neighbourhoods as 'calm' neighbourhoods and place objects of 'trouble' and 'danger' somewhere else. It is argued that this is done because of the children's substantial personal knowledge of the neighbourhood, and because the children identify with their neighbourhoods and know that outsiders form an opinion about them on the basis of where they live. It is shown that the children are influenced by the medial representations of a stigmatized neighbourhood but that they are not passive reproducers of these discourses and that some children are able to offer resistive discourses. The children living in this neighbourhood experience difficulties in defending it as the calm place they perceive it to be to outsiders because of the negative discourses.

## School Life, Faith and Culture: Exploring Religion and Spirituality in Children's Everyday Spaces

**Peter Hemming**

University of Leeds, UK

The role of religion in the public sphere has always been an issue of great controversy and this continues to be the case in Britain today. The debate about state-funded faith schools is currently raging, with government commitments to increase the number of state-funded Muslim schools, Christian secondary schools, and those based on other faiths where there is demand from communities. This has reinforced fears about ethnic and religious segregation and underlined concerns about citizenship and national identity issues. But religion and spirituality is not just of relevance for faith schools, as all state schools are required to provide for pupil's 'spiritual development'. The current research aims to explore the role of religion and spirituality in the everyday spaces of the primary school and the part that they play in socio-spatial processes. It will seek to use a mixed method qualitative case-study approach to explore the views and experiences of the main stake-holders in the schooling process, including teachers, parents, the State, and particularly children, whose voices have been missing from debates on these issues. This will offer some much-needed empirical work to what are currently mainly theoretical and political debates.

## Exploring Spaces of Transition with Visually Impaired Youth

**Nancy Worth**

University of Leeds, UK

This project is interested in the places where transitions to adulthood are negotiated, and the subjective meanings of the process for young people with visual impairments (VI). While other areas of social science have begun to consider new meanings of youth transitions, it is surprising that Geography has been less enthusiastic given that “different stages of the lifecourse are socially constructed, and that these stages have significant implications for the use of space” and the experience of place (Pain et al. 2001, 141). Second, although Geography has embraced research with children, the nebulous stage of ‘youth’ remains under researched. Third, while geographies of disability is a new and vibrant subfield, it has yet to engage with VI far beyond cognitive mapping, or with the persona/social meanings young people give to the term disability. It is within these three research gaps, related to transition, young people and disability, that my project is able to make a contribution. This poster explores transition narratives using interviews and life maps, evaluating the concept of transition using a broad range of indicators developed by the participants in the project.

Pain R. et al. (2001) *Introducing Social Geographies* London, Arnold

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