



CHILDREN & YOUTH PERSPECTIVES CONFERENCE  
THEORY, RESEARCH AND PRACTICE IN EUROPEAN CONTEXT  
PRAGUE 14TH - 15TH SEPTEMBER 2023



# BOOK OF ABSTRACTS



**This conference is part of the project that has received funding from the European Union's Horizon 2020 Research & Innovation programme under the Marie Skłodowska-Curie grant agreement no. 101027291 for project ENCOUNTER: Experiences of Youth in Natural Mentoring Relationships.**

**CONFERENCE TEAM @Charles University**

**Tereza Javornicky Brumovska, PhD.; MSCA Research fellow, Dept. of Psychology and Life Sciences, Faculty of Humanities**

**Marketa Supa, PhD.; Institute of Communication Studies and Journalism, Faculty of Social Sciences**

**Anezka Kuzmicova, PhD.; Institute of the Czech Language and Theory of Communication, Faculty of Arts**

**Ms. Veronika Rocinova; research assistant, Faculty of Humanities**

**Ms. Marketa Michalцова; research assistant, Faculty of Humanities**

**Ms. Kristyna Gajova, research assistant, Faculty of Humanities**

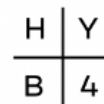
Conference is co-funded in partnership:



Funded by  
the European Union



H2020-MSCA-ST-IF-2020 Project no. 101027291 Encounter: Experiences of Youth in Natural Mentoring Relationships  
Faculty of Humanities, Charles University in Prague, the Czech Republic



FAKULTA  
HUMANITNÍCH STUDIÍ  
Univerzita Karlova



ÚSTAV ČESKÉHO JAZYKA  
A TEORIE KOMUNIKACE  
Filozofická fakulta  
Univerzita Karlova



INSTITUT KOMUNIKAČNÍCH  
STUDIÍ A ŽURNALISTIKY  
Fakulta sociálních věd  
Univerzita Karlova



**CHILDREN & YOUTH PERSPECTIVES CONFERENCE**  
**THEORY, RESEARCH AND PRACTICE IN EUROPEAN CONTEXT**  
PRAGUE 14TH - 15TH SEPTEMBER 2023



**Content**

<b>1. KEYNOTE ABSTRACTS SPEAKERS</b> .....	4
<b>2. PRESENTATION ABSTRACTS</b> .....	8
<b>2.1. CHILD-CENTERED THEORY, CONCEPTS AND RESEARCH METHODS</b>	
2.1.1. Leila Angod: Conceptualizing “voice” in school – based youth participatory action research: Constraints and new possibilities in anti-racism research.....	8
2.1.2. Letizia Luini: Photo-production during research processes with children: free expression and participatory possibilities through photovoice. ....	10
2.1.3. Maria Manuel Vieira & Lia Pappámikail: Gaining access and cooperation: Some methodological challenges in research with adolescents. ....	12
2.1.4. Ruth Barnes: Exploring children’s wellbeing and the concept of ‘generagency’ in sport: a youth sports case study.....	13
2.1.5. Natascia Micheli: Theological intelligence and learning in adolescents .....	15
2.1.6. Cuevas-Parra, Patricio: Child-led research: Strengthening children’s voice, empowerment and agency.....	15
<b>2.2. CHILDREN, UN CRC, SOCIAL DISADVANTAGES, INSTITUTIONS, AND SERVICE</b>	
2.2.1. Sheila Garrity, Monika Haid & Aidan Harte: Spaces and Traces: Young children’s meaning making through digital methodologies in a time of global pandemic.....	17
2.2.2. Pierangelo Barone, Camilla Barbanti, Veronica Berni & Monica Facciocchi: Speaking up through research, taking the floor in society: a participatory research study on the impact of the theatre laboratory at the "Cesare Beccaria" youth detention center in Milan.....	18
2.2.3. Karin Osvaldsson Cromdal, Jacob Cromdal & Daniel Persson-Thunqvist: Agency and ambiguity in young children’s emergency calls.....	20
2.2.4. Laura Migliorini, Martina Olcese & Paola Cardinali: Wellbeing, engagement with community settings and deprivation: A comparison between school-aged children with different ethnic backgrounds .....	21
<b>2.3. CHILDREN PLAY AND IMAGINATION</b>	
2.3.1. John Potter & Michelle Cannon: Partnership and empowerment in research practice with children .....	23
2.3.2. Beata Patuszyńska: Empowering children through co-creation. Case study of writing a book with and for children about their first steps into urban independence .....	25
2.3.3. Anezka Kuzmicova & Karolina Simkova: Children thinking about facts via notification book design .....	26
2.3.4. Grace Spencer & Jill Thomson: Problematizing empowerment: unpacking young African migrants’ concepts of power and empowerment – implications for youth agency in the European context.....	27



**CHILDREN & YOUTH PERSPECTIVES CONFERENCE**  
**THEORY, RESEARCH AND PRACTICE IN EUROPEAN CONTEXT**  
PRAGUE 14TH - 15TH SEPTEMBER 2023



2.3.5.	Jacob Cromdal, Sally Wiggins & Annerose Willemsen: Food for fantasy: Sharing imaginary worlds during preschool meals .....	29
2.3.6.	Denisa Kollarova: Playground potentials: Tools of imagination .....	30
<b>2.4.</b>	<b>CHILDRENANDSPACE</b>	
2.4.1.	Minkyung Kwon: Teenage girls navigating and challenging the contradictory construction of a ‘girl-child’: a theoretical contribution of ‘childism’ .....	32
2.4.2.	Helena Szewiola Children in public space .....	34
2.4.3.	Molly Brooks: Urban livability and well-being: An evidence based approach to young peoples participation in research and creating change .....	35
2.4.4.	Alexandra König, Jessica Schwittek & Katarzyna Jendrzey: The Child as an Agent in Transnational Families - Methodological and Theoretical Considerations Using the Example of a Polish-German Research Project.....	36
2.4.5.	Sonja Arndt, Kylie Smith & Nicola Yelland: Conceptualising ‘the migrant child’: Feminist, poststructural and posthuman speculations.....	38
<b>2.5.</b>	<b>CHILDRENANDMEDIA</b>	
2.5.1.	Who Do You Want to Be? Participatory Creative Method in a Study in to Children’s Media and Aspirations.....	40
2.5.2.	Lydie Karikova & Karolina Simkova: Young activists' perspectives on how society views their civic engagement in the online space .....	41
<b>3.</b>	<b>SYMPOSIUM</b>	
3.1.	"It's so good just to be!" Pedagogical practice - respecting children's rights .....	42
<b>4.</b>	<b>WORKSHOP</b>	
4.1.	Agnieszka Kryżak-Pitura, Helena Szewiola, Beata Patuszyńska & Gooitske Zijlstra: "Towards Child-Friendly Cities: The Importance of Inclusive Urban Space Design and its Impact on Children's Well-being" .....	45
<b>5.</b>	<b>POSTERS</b>	
5.1.1.	Eilidh Lamb: Creating spaces for children to be seen and heard: Developing arts-based research methods for engagement with young people and their understandings of space in the new Bairns Hoose (Barnahus) in Scotland.....	48
5.1.2.	Marketa Michalcova & Tereza j. Brumovska: Youth's perceptions of support and empowerment from digital heroes and imaginary friends in daily experiences.....	50
5.1.3.	Sara Filipiak & Beata Łubianka: Locus of control in adolescents with different levels of neuroticism .....	52
5.1.4.	Beata Łubianka & Sara Filipiak: Youth perspectives for hope for success in a Polish sample .....	53



CHILDREN & YOUTH PERSPECTIVES CONFERENCE  
THEORY, RESEARCH AND PRACTICE IN EUROPEAN CONTEXT  
PRAGUE 14TH - 15TH SEPTEMBER 2023



**2.2.2. Pierangelo Barone, Camilla Barbanti, Veronica Berni & Monica Facciocchi:  
Speaking up through research, taking the floor in society: a participatory research  
study on the impact of the theatre laboratory at the "Cesare Beccaria" youth  
detention center in Milan.**

Drawing on the results of a qualitative, participatory research study on the impact of theatre laboratory at 'C. Beccaria' juvenile prison in Milan, the paper aims to explore the perceptions and give voice to the views of young inmates on the value and impact of the theatre workshop experience. Through phenomenological interviews, ethnographic observations and certain methodological attentions, the research gathered participants' views in terms of their experiences, needs, desires and aspirations. In particular, the researchers investigate how young inmates signify and live educational experiences in the prison context and in relation to the detention pathway in which they are placed. The voices collected are not only fundamental as testimonies of the youths' point of view, but also become a valuable element for adults, primarily the professionals involved, as they enable them to reflect critically and from a pedagogical perspective on the prison re-educational mandate. Work remains namely to be done regarding the re-educational task that characterises the enforcement of a sentence in juvenile prison, particularly with respect to the task of reintegration, which has declined as social inclusion and active citizenship education. Hence the contribution, through the lab participants' voices, reflects on the educational model implicit in theatre practices with specific regards to the peculiar mode of participation in social life that it allows and to the agency that this experience gives back to the young inmates. Finally, we will show how theatre in prison turns out to be capable - as an "embodied" practice which allows through a performance to take the floor in the public space - of changing the participants and of transforming not just their positioning in the social structure but partially the social structure of the prison itself. Adolescents, and adolescent inmates, thanks to the medium of theatre and the magic circle of its play space, return to being protagonist social actors since they find a way and have space for a new presence and visibility/voice in the public scene of the city. The theatre lab makes it feasible for them to enact new ways of taking part in the world.

**Keywords**

theatre, young inmates, enaction, embodiment, participation

**References**

- Barone P. (2011), *Pedagogia della marginalità e della devianza*, Milano: Guerini associati
- Barone, P. (2020), "Il teatro come piacere di essere altrove: una finzionalità pedagogica" In M.C. Cavecchi, L. Mazoni, M. Rose, & G. Scutellà (Eds.), *SheKspir al BeKka. Romeo Montecchi dietro le sbarre dell'Istituto Penale Minorile C. Beccaria*. Firenze: Clichy.
- Barone P., Berni V., Palmieri C., Vaccaro S. (2021), "Like an earthquake in a submarine: the social and institutional impact of a theatre laboratory programme at the 'C. Beccaria' Youth Detention Centre in Milan, in *Research in Drama Education*", *The Journal of Applied Theatre and Performance*.
- Barone P., Berni V., Palmieri C., Vaccaro S., (2022), *Fare teatro in carcere minorile: l'impatto delle attività della compagnia Puntozero all'interno dell'Istituto Penitenziario Minorile 'C. Beccaria' di Milano*, Milano: Franco Angeli.
- Berni, V., Barbanti C. (2022), "Reading performing arts in education from a new materialist perspective: the prison theatre example", In *Scuola Democratica. Learning for Democracy* 2/2022, pp. 279-294, doi: 10.12828/104554
- Bertolini P., Caronia, L. (2015), *Ragazzi difficili. Pedagogia interpretativa e linee di intervento*. Nuova edizione a cura di P. Barone e C. Palmieri. Milano: FrancoAngeli. [prima edizione 1993, Firenze: La Nuova Italia]



CHILDREN & YOUTH PERSPECTIVES CONFERENCE  
THEORY, RESEARCH AND PRACTICE IN EUROPEAN CONTEXT  
PRAGUE 14TH - 15TH SEPTEMBER 2023



Decreto Legislativo n° 121 (2018), Disciplina dell'esecuzione delle pene nei confronti degli imputati minorenni. Retrieved November, 13, 2020, from <http://www.giurisprudenzapenale.com/wp-content/uploads/2018/10/d-lgs-121-2018.pdf>

Freire P. (1972), *La pedagogia degli oppressi*, Milano, Mondadori.

McAvinchey, C. (2011), *Theatre & Prison*, Hampshire: Palgrave Macmillan.

McIntyre A. (2008), *Participatory action research*, Los Angeles, Sage Publications.

Smith, J.A., Flowers P., Larkin, M. (2009), *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.

Thompson J. (1998), *Prison Theatre: Perspectives & Practices*, London, Jessica Kingsley Publishers.

Varela F., Thompson E., Rosch E. (1992), *The Embodied Mind. Cognitive Science and Human Experience* (1991), *La via di mezzo della conoscenza. Le scienze cognitive alla prova dell'esperienza*, Milano: Feltrinelli.

#### Short bios

**Prof. Pierangelo Barone** from Department of Human Sciences for Education; University of Milan Bicocca is Full Professor of General and Social Pedagogy. He is a past lecturer of "Pedagogy of Adolescence", currently delivers teaching in "General Pedagogy" and "Pedagogy of Deviance and Marginalisation". He was Director of the Second Cycle degree in Education (2015-2021).

#### Contact details

**Email:** [pierangelo.barone@unimib.it](mailto:pierangelo.barone@unimib.it)

**Address:** Piazza Ateneo Nuovo 1 – 20126 Milan – Italy

**Dr. Veronica Berni** from Department of Human Sciences for Education; University of Milan Bicocca holds PhD in Education in Contemporary Society and works as a teaching assistant in General Pedagogy and Pedagogy of Deviance and Marginalisation at the University of Milano Bicocca. Her research concerns the relationship between theatre, education, and inclusion, in the specific setting of Milan's 'C. Beccaria' Youth Detention Centre.

#### Contact details

**Email:** [veronica.berni1@unimib.it](mailto:veronica.berni1@unimib.it)

**Address:** Piazza Ateneo Nuovo 1 – 20126 Milan – Italy

**Dr. Camilla Barbanti** holds PhD in Education and works as a Research Fellow @University of Milan where she teaches General Pedagogy and Adolescent Pedagogy.

#### Contact details

**Email:** [camilla.barbanti@unimi.it](mailto:camilla.barbanti@unimi.it)

**Address:** Via Pascal, 36 - 20133 Milan – Italy

**Monica Facciocchi** from Department of Human Sciences for Education; University of Milan Bicocca holds master's degree in Education and works as a teaching assistant in General Pedagogy and Pedagogy of Deviance and Marginalisation @the University of Milano Bicocca.

#### Contact details

**Email:** [m.facciocchi@campus.unimib.it](mailto:m.facciocchi@campus.unimib.it)

**Address:** Piazza Ateneo Nuovo 1 – 20126 Milan – Italy