

Young people, mobility and the environment: an integrative approach

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Projects and collaborators

- **Everyday mobility in Britain since the 1940s (ESRC):**
Jean Turnbull, Mags Adams
- **Exploratory use of mobile phone technology to assess the impact of traffic-related air pollution on children on the journey to school (ESRC):**
Duncan Whyatt, Marion Walker, Gemma Davies, Paul Coulton, Will Bamford
- **Understanding walking and cycling (EPSRC):**
Miles Tight, Tim Jones, Griet Scheldeman, Dave Horton, Alison Chisholm, Anne Jopson, Helen Harwatt

The argument

- **Mobilities literature focuses on unusual and extreme rather than everyday and mundane** (Urry, 2007)
- **Transport literature ignores complexity of travel behaviour** (Mackett, 2001, 2003)
- **Children's geographies often ignore the ways in which lives of young people intersect with others** (but see papers in *Mobilities* 2009 v4.1)
- **Most literature assumes fundamental change from the past**
- **Need to recognize the complexity of mundane movements; their significance in people's lives; the role of contingency in constructing everyday travel; the inter-dependence of different mobility experiences and stability over time.**

THE MOBILITY CONTINUUM

Everyday movement around the home and garden

Daily short-distance movement for school, work, shopping, family and social activities, leisure and pleasure

Regular longer trips for business, family, social, leisure and other activities

Cyclical mobility (weekly, monthly, yearly) between two homes (long distance weekly commuting; students moving between home and university; children moving between two parents)

Holidays away from home

Local residential moves within the same community

Longer-distance migration within the same country

International migration

Virtual mobility — almost unlimited

Has children's everyday mobility really changed?

- Increased perception of risk**
- No evidence of increased exposure to risk**
- Increase in (relatively) rare longer journeys**

- Stability in distance and pattern of most everyday moves**
- Stability in processes by which children and parents negotiate mobility**

Distance and time travelled for everyday mobility by children age 10/11

Cohort born	Manchester		Lancaster	
	Mean distance (km)	Mean time (min)	Mean distance (km)	Mean time (min)
1932-41	1.3	12.7	1.0	13.2
1962-71	1.7	10.8	2.0	12.4
1983-84	1.5	9.8	2.3	14.6
1991-92	1.4	8.5	1.8	10.5
All	1.4	10.7	1.7	12.6
N	117,939	130,866	111,495	111,623

Source: Everyday mobility sample, 2001-2

N=total number of journeys recorded aggregated by frequency over a 12 month period. N differs for distance and time calculations because it was not possible to calculate accurate distances for some trips for which a time was given.

**Mode of transport used for all types of trips: Manchester and Lancaster,
all cohorts age 10/11 (%)**

Cohort born	Car	Walk	Bus	Cycle	Other
Manchester					
1990-91	38.5	40.9	5.1	2.6	13.0
1983-84	42.8	35.1	7.5	3.5	11.1
1962-71	30.9	47.9	13.1	2.4	5.8
1932-41	2.1	57.7	29.4	1.3	9.5
All	27.0	46.0	14.6	2.4	10.1
N	547	933	296	48	205
Lancaster					
1990-91	41.8	43.6	1.5	5.3	7.8
1983-84	43.1	39.9	3.0	4.9	9.1
1962-71	35.9	44.6	7.3	6.1	6.1
1932-41	3.3	63.9	25.2	1.0	6.6
All	33.7	46.5	7.6	4.5	7.7
N	687	950	155	92	156

Source: Everyday mobility sample 2001-2

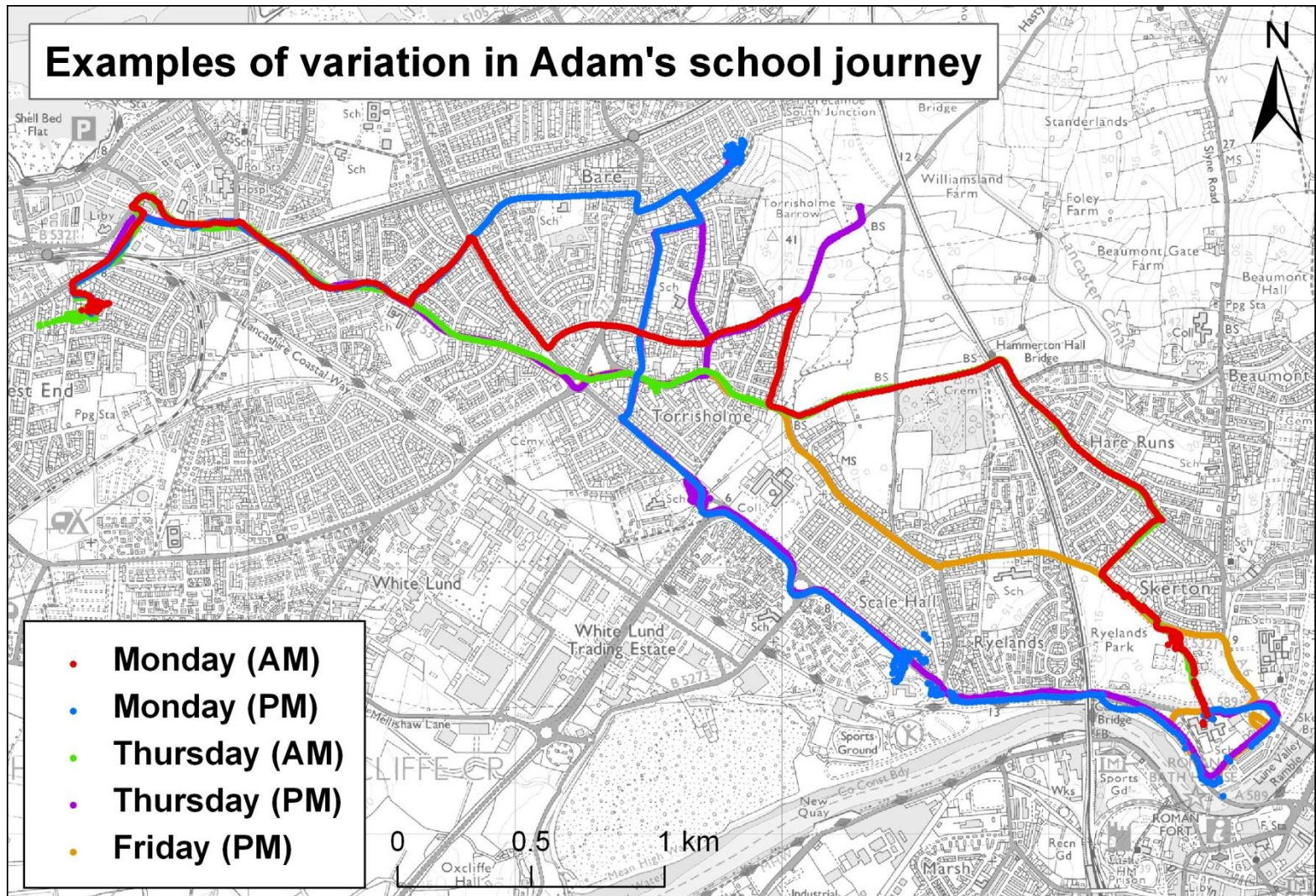
N=total number of individual types of trips recorded not aggregated by frequency over 12 months.

Is the school journey predictable?

Key variables:

- **Weather**
- **Family circumstances**
- **Individual responsibilities**
- **After school activities**
- **Companions**
- **Whim**
- **Perceptions of risk**
- **Environmental engagement**

The spatial complexity of the school journey



The contingency of the school journey

*'cos I go some days on my bike but it just depends how I'm getting back from school 'cos if I go to my dad's or my grandma's I can't go on my bike to school 'cos I've got to go there on my way back' and 'it depends what the weather's like; if it's raining I'd prefer to go in the car so I don't get all wet'.
(Scott)*

Engagement with the school journey: the school bus

Brook commented that people are playing music *‘on proper phones with no headphones on the way there and back, so everyone can hear it...’* and she especially likes the atmosphere travelling home after school *‘It’s more lively and like up-beat and I don’t know. It’s just like in the morning everyone’s still like tired, just sat there quiet. And then at night it’s like really lively’.*

Engagement with the school journey: the car

'I don't really like the cars; they're quite loud especially when it's busy and you've got like beeping horns and everything. It's quite loud down [the main road], sometimes I walk up the back way ...and then go round the back of [the church] and then cut through the park. I'm normally only allowed to do that in summer' (Louise)

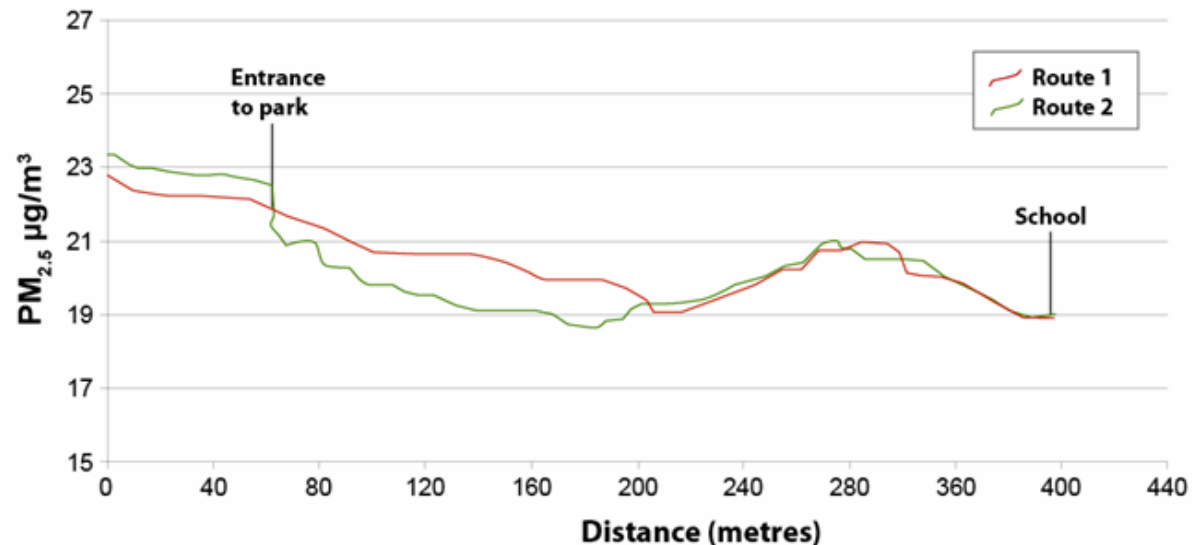
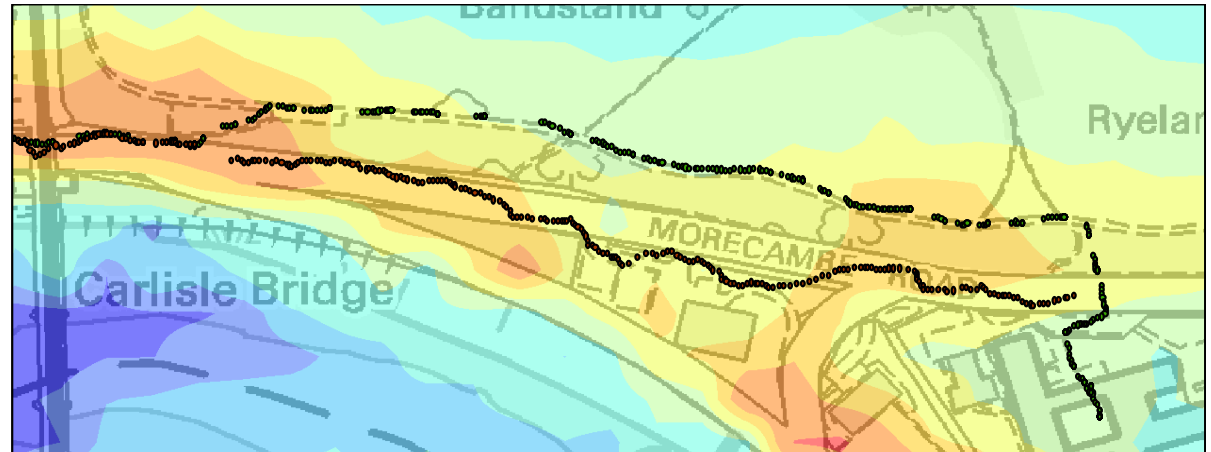
Josh said that his ideal journey would be to walk and ***'take a really long route home'*** then ***'finish somewhere nice like the park'*** and then ***'stay there for a bit and then walk home'*** and ***'When I'm walking home I can see loads of different things that I wouldn't do in the car.'***

Impacts of the school journey: cumulative personal exposure to air pollution

	Start Time	End Time	Duration	Length (m)	Cum Exp PM _{2.5}	Transport
Charlie	07:49:25	07:57:06	00:07:41	1822	15.12	Car
Eric	08:14:57	08:27:00	00:12:03	3176	11.33	Cycle
Bianca	07:58:00	08:13:20	00:15:20	1055	11.58	Walk
Vernon	08:26:59	08:36:45	00:09:46	781	8.08	Walk

Route variation and personal exposure to air pollution

- Louise chooses to vary route by walking through park away from road
- Enjoys peace and quiet and trees
- This reduces pollution exposure



Understanding household mobility decisions

- **Ethnographic approach**
- **When, how and why are everyday travel decisions made?**

Importance of:

- **Constraints**
- **Contingency**
- **Life-style choices**

Conclusions

- **Explicitly recognize variability of everyday travel**
- **Consider interactions between different types of mobility**
- **Recognize that much mobility contingent on other people and events**
- **Integrate different approaches to mobility research**