Contents

Foreword xi

Introduction xix

Part 1. Is it Possible to Enroll Education Geographically, Historically and Symbolically in the Territorial Context? 1

Introduction to Part 1 3

Chapter 1. School Divisions and Inequalities in Funding, Access to Schools and Staffing 5

Patrice CARO!

1.1. Introduction 5
1.2. Disparities in funding from communities 6
1.3. Inequalities in access to schools 11
1.4. Teachers with different profiles depending on the municipalities and regional education authorities 17
1.5. Conclusion 25
1.6. Bibliographical references 26

Chapter 2. A School for Rural Areas? Negotiations and Compromises at the "Congrès de l'école rurale" (1925) 29

Frédéric MOLE

2.1. Introduction 29
2.2. A "pedagogical revolution" in the face of the rural crisis? 31
2.3. A specialized rural school inspired by the practical lives of children? 34

2.4. Compromises and contradictions 37
2.5. Towards a porosity of educational space and time? 40
2.6. Conclusion 42
2.7. Bibliographical references 43

Chapter 3. Territories and Disability 45

Denis POIZAT!

3.1. Introduction. 45
3.2. History of disability through places and memory 46
3.3. Renan 48
3.4. Pardes 50
3.5. Londres 52
3.6. A decaying modernity 54
3.7. Conclusion: to finish, to not decay 57
3.8. Bibliographical references 57

Part 2. The Territorialization of Teacher Training, Teaching and Learning? 59

Introduction to Part 2. 61

Chapter 4. The Territorial Dimension of Teacher Training in Spain. 63

Roser BOIX TOMAS!

4.1. Introduction: the general Spanish context 63
4.1.1. Indifference to the territorial dimension of Spanish initial teacher training programs. 63
4.1.2. The essentially urban approach to Spanish initial teacher education 64
4.1.3. Taking into account the specificities of rural schools in Catalonian initial teacher training programs 65
4.2. The rural territorial dimension in initial teacher training 66
4.2.1. Initial teacher training and the strategic role of rural schools in territorial development 67
4.2.2. Initial teacher training and the role of the rural school as a dynamic actor in territorial development 69
4.3. The multi-grade class and the territorial dimension 71
4.4. Conclusion 73
4.5. Bibliographical references 74

Chapter 5. Dynamics and Complexity of the Links Between a Teacher's Professional Identity and Territory of Practice 77

Catherine ROTHENBURGER!

5.1. Introduction. 77
5.2. Territory, territoriality and professional identity 78
5.3. Methodological issues 82
5.4. Raw results obtained 84
5.4.1. Shared representations of teachers in regard to the rural world: between idealization and devaluation 84
5.4.2. Emotional character of the teachers' encounter with the rural school 85
5.4.3. Professional difficulties: a common trigger for identity changes 86
5.5. Multiple consequences 87
5.5.1. Learning about the territory and social validation by the territory 87
5.5.2. A new vision of the business 89
5.5.3. Changes in pedagogical practices 90
5.5.4. When social validation is difficult: conformism or withdrawal 91
5.6. Conclusion 92
5.7. Bibliographical references 94

Chapter 6. Learning, Education and Territory in Portugal 97

António DUARTE!

6.1. Introduction. 97
6.1.1. Context 97
6.1.2. Theoretical framework. 98
6.2. Research questions 101
6.2.1. Teaching practices in rural and urban schools 101
6.2.2. Learning in relation to the context of urban and rural schools. . . . 102
6.2.3. Urban and rural students' artistic learning and education 104
6.3. Bibliographical references 105

Chapter 7. Languages of Instruction, Mother Tongues: Territorial Approaches to Linguistic Insecurity 111

Bruno GARNIER!

7.1. Introduction: what the words tell us 111
7.2. Linguistic insecurity and inequalities: sociolinguistic approaches. 112

7.3. The Maghreb: a cultural and linguistic entity 114
7.4. A return to concepts 119
7.4.1. The importance of the school environment in the Maghreb 120
7.4.2. The French language, a language of freedom? 122
7.4.3. The paradoxes of ELCO in Spain 124
7.5. Conclusion 127
7.6. Bibliographical references 129

Part 3. Differentiating Audiences According to Changes in Territorial Dimensions 131

Introduction to Part 3 133

Chapter 8. Territorial and Rural School Representations: Mitigation of their Specificities and Maintenance of Pockets of Resistance 135

Pierre CHAMPOLLION!

8.1. Introduction: a brief reminder of the conceptual framework 136
8.2. Reminder of the main results of previous OER-OET surveys 137
8.2.1. 5th grade surveys in 2000 and 2012 137
8.2.2. 7th grade surveys in 2002 and 2014 138
8.3. The (unpublished) results of the 9th grade survey in 2016 and their comparison with the results of a similar survey in 2004 140
8.3.1. Sectors "estimated and projected education" and "territorial appeal–unappeal" 140
8.3.2. Global comparative analyses 141
8.4. Conclusion 144
8.5. Bibliographical references 146

Chapter 9. Anomalies, Education and the *Zouave* of the Alma Bridge 151

Denis POIZAT!

9.1. Introduction 151
9.2. School demographics, a formidable haven 152
9.3. Why birth defects? 155
9.4. An international territorial discontinuity 156
9.5. In terms of education 159
9.6. Conclusion 160
9.7. Bibliographical references 161

Part 4. De-territorialization of Social Representations of the Territory and Academia Related to the Use of Digital Technology 163

Introduction to Part 4 165

Chapter 10. Projects and Digital Experience: The Construction of a New Relationship with the Territory 167

Anne PIPONNIER!

10.1. Introduction 167
10.2. The project, a communicative artifact 169
10.2.1. From the ontological dimension to the action repertoire 169
10.2.2. Beyond the system, a socio-technical configuration. 169
10.3. The territory tested by its instruments 170
10.3.1. A paradoxical injunction 171
10.3.2. An instrument of public governance 171
10.3.3. The emergence of digital technologies and the emergence of a new territorial discourse. 172
10.4. The digital experience of the territory: towards new relationships with the project? 173
10.4.1. Generational uses of digital technology 174
10.4.2. From the narrative arc of the project to the experiential territory . 176
10.5. Conclusion 177
10.6. Bibliographical references 178

Chapter 11. Unequal Use of the Internet and Social Networks in Rural Areas 181

Patrice CARO!

11.1. Introduction 181
11.2. Support surveys: more than 3,000 4th graders questioned in 2013 in 36 middle schools of three regional education authorities 185
11.3. Inequalities in educational practices according to the types of school spaces and regional education authorities 188
11.4. Inequalities in digital practices across the 36 middle schools. 190
11.5. Conclusion 195
11.6. Bibliographical references 195

Chapter 12. Bringing Together Rural and Urban Representations Due to the Penetration of the Internet and Social Networks 197

Pierre CHAMPOLLION!

12.1. Introduction 197

12.2. Reminder of the general changes in the representations of rural mountain pupils in 5th, 7th and 9th grades 12 years apart 200
12.3. Developments from the 5th grade direct rural–urban comparative analyses in 2014–2015 204
12.4. Some outstanding questions and research perspectives 206
12.5. Conclusion 207
12.6. Bibliographical references 208

Conclusion 213

References 219

List of Authors 229

Index 231