Contents

Introduction	xiii
Part 1. Historical Developments and Contemporary Modalities of Interactions between Education and Territories	1
Introduction to Part 1	3
Chapter 1. What Role Should Territories Play in Public Education Policies?	5
1.1. Summary 1.2. Introduction. 1.3. Can the policy of recognition be established in France? 1.4. Globalization and national identity. 1.5. Territorialization of education policies. 1.6. Conclusion 1.7. Bibliography Chapter 2. Heads of Schools: New Education— Territory Interaction Drivers?	5 6 8 10 12 13
Alain BOUVIER, Michel BOYER, Thierry EYMARD and Laurent RIEUTORT	
2.1. Summary	19 19 20 20
2.3.2. Geographical change: from "identity territory" to	22

2.3.3. Seek coupling and collaboration among educational spaces. 2.4. A research-action project. 2.4.1. Knowledge based for co-construction within the territories. 2.4.2. Quebec experience: community school. 2.4.3. First step in collecting practices. 2.5. Territorial risk management: first points of view. 2.5.1. Which drivers? Being promoters of open, integrative	24 26 26 27 28 29
and territorialized educational practices	30
2.5.3. Which territories? At the heart of a new territoriality	32
2.6. Conclusion	35 35
2.7. Bibliography	33
Chapter 3. Educational Success: A Multi-actor Project in	
a Learning Territory Approach	37
3.1. Summary	37
3.2. Introduction	37
3.3. Educational success: responsibility of local actors	39
3.3.1. An increasingly global and territorialized action	39
3.3.2. Education at the heart of the territory project	42
3.4. Networks of actors in the field of education	48
3.4.1. Reformulation of social and educational action	48
3.4.2. Toward a "learning territory" approach	54
3.5. Conclusion	58
3.6. Bibliography	59
Chapter 4. "Education For", Territories and Positions	
of Teachers: Rupture and Tension	61
4.1. Summary	61
4.2. Introduction	61
4.3. School model and territories	62
4.4. An inclusion for what purpose?	63
4.5. "Create a community" to address development challenges	66
4.5.1. Project modality	66
4.5.2. Possible forms and desirable form	67
4.6. Conclusion and perspectives: social responsibility of the	
school undertaken	71
4.7 Bibliography	72

Chapter 5. Education for Sustainable Development and	
Territories: Toward a New Age of Educational Relationships with Territories in Agricultural Education?	77
5.1. Summary	77
5.2. Introduction	78
5.3. Structuring elements of the link with the territory in	
agricultural education	79
5.3.1. Specificities enhancing opening to the territories	79
5.3.2. An old anchorage and new perspectives	80
5.3.3. A double difficulty: problematization and knowledge-tools5.3.4. The opportunity of the "teach to produce differently"	83
strategic project	84
5.4. An educational approach by territorialized integrative objects	85
5.4.1. The concept of integrative object	85
5.4.2. A didactic and territorial approach to integrative objects5.4.3. Knowledge at stake: cognitive and conceptual approach	86
to territorialized integrative objects	87
5.5. Issues posed by teaching activities on some territorialized	
integrative objects	88
5.5.1. Badger	89
5.5.2. Chicken breeding	91
5.5.3. The vegetable garden	92
5.6. Conclusion	93
5.7. Bibliography	95
Case Study 1. What Levers Exist for Preventing Orientation and Education Inequalities of Territorial Origin in Adult Training? Case of the Bio-construction Regional Vocational Training Center in the Southern Alps	99
Part 2. Territories as Sources of Pedagogical Renewal	115
Introduction to Part 2	117
Chapter 6. Local Territory in French School Geography	119 L
6.1. Summary	119
6.2. Introduction.	119
6.3. Local setting in the teaching of geography: a variable place	
according to the eras and levels of education	121

Sylviane BLANC-MAXIMIN and Michel FLORO 9.1. Summary	
9.2. Introduction.	
9.3. School–territory relationships faced with different types of conflic	
9.4. The concept of territory-based education	
9.4.1. Know-how favored by territory	
9.4.2. A cultural mediator aspect	
9.4.3. The territory via its local heritage: promoter of values?	
9.4.4. Territory-based education?	
9.4.5. Conditions for the integration of the school in its territory	
9.5. Case study: partnership territorial educative project in the	
Queyras valley	
9.5.1. Queyras and its writing tradition	
9.5.2. Methodology	
9.6. Results	
9.6.1. Acquisition of local know-how	
9.6.2. Unleashing the power of expression	
9.6.3. Ambitious pedagogic approach	
9.6.4. Civic values?	
9.6.5. Education on local heritage	
9.6.6. Making people responsible?	
9.6.7. Heritage: a risk of isolationism	
9.7. Conclusion	
partnership projects	
9.7.2. A dynamic territory	
9.7.3. Which emancipation?	
9.7.4. The territory, a dynamic tool for education	
9.8. Bibliography	
Chapter 10. Sensitive Postcard of a Local Territory:	
Development and Issues	
Sophie GAUJAL	
•	
10.1. Summary	
10.2. Introduction	
10.3. First stage (T1): an ordinary course that promotes	
reasoned geography	
10.4. Second stage (T2): generating spontaneous geography	
through a field trip	

10.5. Third stage (T3): articulating spontaneous geography and reasoned geography by the development of a sensitive postcard 10.6. Fourth stage (T4): reformulations	178 186 186 187
Case Study 2. Is the Rural Primary School a Hospitable School? Parents' Point of View	189
Part 3. Educational Policies and Territorial Education Inequalities	203
Introduction to Part 3	205
Chapter 11. The Rural School, a Polysemous Object with Significant Societal Challenges? Current Research Contexts and Positions	207
11.1. Summary	207 207 208 208
11.3.2. Pedagogical and institutional responses to the supposed difficulties of rural students	210 212 215 215 216
11.5.3. Is there a "territory effect" on the educational performance and trajectories of rural students? 11.6. Conclusion 11.7. Bibliography	216 218 220
Chapter 12. Relationships between Career Orientation and Territoriality: Elements of Theorization from Rural Mountain Areas	223
12.1. Summary	223
"education and territory"	224

12.3. Key components of the conceptual framework	228
12.3.1. Educational inequalities, academic inequalities, career	220
orientation inequalities	228
12.3.2. Territory and territoriality: two related composite concepts	229
12.4. The case of rural mountain area schools	232
12.4.1. The initial question	232
12.4.2. Main characteristics of the rural mountain area school	234
12.4.3. Current developments: toward a gradual "deconstruction"	
of the historical specificity of the rural mountain area school?	237
12.5. Approaches to the relationships between career orientation	
and territoriality	238
12.5.1. Historical background and societal challenges	238
12.5.2. Career orientation in rural mountain areas	239
12.5.3. Adapting the school to the local context	241
12.5.4. "Effects of territory"?	243
12.6. Conclusions: main achievements of the research,	
pending issues, thematic continuity and elaboration and	
avenues for research	247
12.6.1. Main achievements of the research	247
12.6.2. Pending issues	248
12.6.3. Thematic continuity and elaboration	248
12.6.4. Toward a theoretical reappraisal?	250
12.6.5. By way of proper "conclusion"	251
12.7. Bibliography	252
Chapter 13. Toward Convergences between Rural	
and Urban? Comparative Analyses of Educational	
Contexts and Social Representations in CM2	261
Pierre CHAMPOLLION	
13.1. Summary	261
13.2. Introduction	262
13.3. Problem and current developments	262
13.4. Corpus and methodology	265
13.4.1. Corpus	265
13.4.2. Methodology	267
13.5. Findings and analyses	267
13.5.1. Contexts (cultural and family)	267
13.5.2. Territorial social representations (of surrounding	201
and remote territories)	272
13.5.3. Perceived behaviors, assessed-projected performances	212
and orientation—insertion projects	275
wite distinution instinute projects	-10