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REGIONAL DEVELOPMENT, CAREER CHOICE AND TERRITORIALIZATION OF THE TRAINING SUPPLY: ELEMENTS OF PROBLEMATISATION

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Abstract :

Due to the decentralization laws of 1982-1983, the secondary general and professional education and training supply progressively and partly became "regional". In France, "Region" refers to a political and administrative federative space of many different territories, which are linked to the French history and which do not necessarily have collective and democratic projects. The competence of the regions in education and training issues only concern upper secondary schools (high schools that is to say the so-called "lycées"). The region competences include buildings, equipment and operational costs. Diploma, curricula and teachers are always under the central State responsibility. Thus, upper secondary school education and training (at the high school level) is a global competence which is shared by region and State.

In the framework of this shared competence, upper secondary general education and training supply are organized through territorial development by two partners, State and region. Presently, professional education and training supply are not completely adjusted to regional economic needs, even if it was sometimes adjusted to specific local ones (CHAMPOLLION, 1987). As far as teacher is concerned, it is presently not genuinely adapted to regional contexts (CHAMPOLLION, 2005). A pupil's career choice is influenced by territory through "territory effects" (CHAMPOLLION, 2005). For more than ten years, the French ministry of education (DEP, *School Geography*) has established that there are disparities between different educational districts (that are called "académies"). Nevertheless, these disparities concern more the different kinds of territories (for example rural or urban one) in a same region than the different regional spaces (DAVAILLON, 1998; ARRIGHI, 2004; GRELET, 2004 & 2006).

Key words :

Regional development, decentralization, territory effect, career choice, training supply.

REGIONAL DEVELOPMENT, PROFESIONAL ORIENTATION AND TERRITORIALISATION OF INITIAL TRAINING:

PROBLEMATISATION ELEMENTS

"Preliminary warning": this presentation, which is voluntarily brief, aims at quickly giving a chronological scope to the institutional, contextual and scientific perspectives that presently allow scientifically study school territorialisation and territory effects that seem to take place, in some contexts… [1]

INTRODUCTION: THE FRENCH REGIONAL REALITY

It is characterised by the following relevant elements:

- *It is very often a composite or complex territory or area: e.g. the region Rhône-Alpes.*
- *It is the consequence of an historic territory (e.g. the Corsica region).*
- *Presently, it is a territory which entitles specific, exclusive or shared competences.*

1/ THE REGIONAL INSTITUTIONAL EDUCATIONAL CONTEXT

These competences progressively developed. Presently, they concern:

- *The financial and administrative supervision of the upper secondary schools (lycées): building, equipment, functioning (1982-1983).*
- *The responsibility for the development of the offer of further professional (1983 for 16-25 year-old people; 2002 for adults; 2004 for all-age groups).*
- *The joint development of initial professional training by the region and the central State (2005).*

2/ THE TERRITORIALISATION OF THE OFFER OF INITIAL TRAINING

2.1 The offer of general initial training

- *The territorialisation of the development of the initial general and technological training offer is a shared responsibility of the State and of the regions. It is arbitrated by the public authority.*
- *It is strongly linked to the national policies or to the regional planning and to the territory development which intends to reduce the differences and inequalities between the territories.*

2.2 The offer of initial professional training

- *It is more directly linked to the implementation*

[1] See bibliography : CHAMPOLLION (OER) and GRELET (CEREQ).

of a genuine regional competence that is, however, still shared with the central State.

- *Its main objective is to favour at the same time the regional development and the professional integration, whilst answering the regional economic needs. .*
- *In certain territories, such as mountain areas, it is prescribed by law (1985)*
- *Its implementation globally remains marginal.*

3/ THE IMPORTANCE OF THE TERRITORY FOR THE PUPILS'ORIENTATION

- *Paradoxically, in mountain areas, and more generally in rural and especially isolated areas, the good school results the pupils get are not capitalised in school orientations. Indeed, it is usually more general and modest and less open than in urban areas.*
- *In urban disadvantaged areas that are part of priority education (EP), the worst school results logically lead to a less ambitious orientation.*

4/ THE TAKING INTO ACCOUNT OF THE TERRITORIAL CONTEXT IN THE TEACHERS' INITIAL TRAINING

Generally speaking, it is very limited (CHAMPOLLION, 2005):

- *It mainly covers the school organisation;*
- *It partly covers the so-called "(Zone d'Education Prioritaire", Priority Education Areas). It slightly covers the rural aspects, but not at all of them in mountainous areas.*

5/ THE «TERRITORIAL EFFECTS" ON SCHOOLING

The territory effect has been underlined through the example of the French mountainous area (GRELET, 2004; CHAMPOLLION, 2005). The postulate is being verified in the rural isolated areas. In mountain areas, it is characterised by:

- *A strong territorial integration that generates a weak geographical mobility.*
- *A weak ability to project oneself in a distant future, what also limits the ambitions.*

6/ PENDING QUESTIONS

The main pending issues are the following ones:

- *Are presently the regions educational competences sufficient to influence or have an impact on the regional development?*
- *Is it necessary to "territorialise" the initial training offer more?*
- *Is it advisable and necessary to train the teachers more, in order they can deal with the education and training territorial dimension and with pupils' orientation?*
- *Is there a genuine territory didactics (PESIRI, 1996)?*

CONCLUSION

Territorialised or not, partially or completely territorialized ? The development of an initial training offer should answer three requirements so as to take into account sustainable territorial development (FREMONT & CHAMPOLLION , end of the 1980s , when we developed the map of teacher training of the académie de Grenoble) :

- *To be implemented, it should have at its disposal material and human means.*
- *It should be based on a quite large group of pupils that were democratically selected.*
- *It should answer social, economic and cultural needs that were clearly identified, recognised and expressed.*

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