In this seminar I bring to the foreground the multiple mobilities that comprise rural schooling. This mobilities dimension too often remains underemphasized in accounts of remote, rural education; both in accounts that concentrate on its many deficits, but also in the rarer accounts focusing on the productive effects of rural schooling. Drawing on research conducted as part of an ESRC-DFID funded project, I discuss five forms of mobilities comprising remote, rural schooling: 1. Mobilities through which the hierarchies of the Lao state are enacted in remote rural locations, 2. the mobilities of (inter)national development work in relation to remote rural education, 3. The mobilities of rural teachers and their livelihoods, 4. The assumed lack of mobility of rural villagers, and 5. The absent presence of mobilities essential for realising school-induced aspirations. I conclude that remote rural schools need to be understood not just as service providers or institutions, but also as nodes in various mobilities, and that their ‘lagging behind’ in terms of learning outcomes could well be an outcome of the frictions between the multiple mobilities comprising remote rural schooling.

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