

Looking at South-South student mobility

Issue coordinated by:

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Schedule / deadline

Using the form (at the last end of the call), proposals should be sent by **15 March 2013** simultaneously to the coordinators and to the co-editors in chief:

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Researchers from every discipline in social sciences are invited to submit paper proposals in English or in French.

After notification from the editing committee, authors are expected to send papers by **1st September 2013** (look at the recommendations to authors after the text of the call). They will be reviewed both by external readers and by the editorial board of the journal *Cahiers de la Recherche sur l'Éducation et les Savoirs*.

The special issue will be published in the *CRES* n°13, due to come out in the Spring of 2014.

KEY QUESTION

The international trade of higher education services has experienced a high growth over the last two decades. Not only does it take the shape of traditional international student and staff mobility but we can also see it through the setting-up of higher education institutions abroad. The international education market has diversified and is developing in the South. According to a deeply engrained scientific belief based on a macro-sociological, demographic and political vision, student mobility to the South is a choice by default taken by students whose low cultural and economic capital appears to be lower than that of students who moved

to the North. However, some recent empirical and comparative studies¹ slightly modify this approach. They point out that South-South mobility in renowned higher education institutions is often an old phenomenon. The Arab-Islamic theological universities of Fes, Tunis or Cairo have had an international reputation since the Middle-ages. More recent institutions such as the International University of Beirut have attracted an international audience since the 19th century. Nowadays, such universities are going through profound changes in a global and regional context of higher education reforms affecting all the Southern countries, through processes of joint degree delivery, privatization or relocation of foreign universities.

This call for papers does not aim at questioning the growing gap between the North and the South or between the “Souths”(emerging countries, developing countries, Africa, Arab world, etc...) in terms of social, economical and symbolic inequities within a global context of liberalization of higher education provision, of control and pre-selection of candidates. Nevertheless this issue does not seek to deny the deep academic crisis that many Southern countries are going through.

This special issue aims at having a closer look at the changes faced by higher education and student mobility in a new global and competitive context. It deals with South-South student mobility as a whole so as to add an interesting comparative dimension in the light of ongoing changes at the international level. This issue seeks to highlight a scientific debate “about the South” and “in the South” based on the following questioning: Does the South rely on the North given the international ideological and economic pressure?

Are they in a position to turn to their advantage a part of the academic market of the industrialized northern countries? Are we witnessing the creation of a South-South knowledge transfer based on the North-South model? Or even: Are Southern countries setting up their own model of internationalization of knowledge?

Observing South-South mobility enables to better understand the recent university cooperation policies implemented, as well as their consequences in terms of redeployment of South-South student flows at the regional and international level, of diversification of (national or foreign) public and private higher education institutions, of competition between countries and hierarchisation of the value of degrees on the national labor market in departure and host countries.

South-South student mobility follows institutional, national and international public or private logics, taking the shape of studies and career paths which can be in part pre-built and/or follow individual, family and collective strategies. The analysis of student mobility thus enables to shed light on the logic of action concerning the choices of studies, how individuals and their family face various constraints and the types of national or regional student mobilization, whether organized or not, religious or non-religious.

¹ Such studies include: Leclerc-Olive M., Scarfò Ghellab G., Wagner A.- C. (dir.), 2011, *Les mondes universitaires face au marché. Circulation des savoirs et pratiques des acteurs*, Paris, Karthala. Welch A., 2011, *Higher Education in Southeast Asia. Blurring Borders, Changing Balance*, Routledge. Wilkins, S., 2010, Higher education in the United Arab Emirates: an analysis of the outcomes of significant increases in supply and competition, *Journal of Higher Education Policy and Management*, 32(4), 389-400. Beigel F. (ed.), 2010, *Academic Dependence and Autonomy: Scientific Research and Higher Education in Chile and Argentina*, Biblos, Buenos Aires. Mazzella S. (dir.), 2009, *La mondialisation étudiante. Le Maghreb entre Nord et Sud*, Paris, Karthala / IRMC. Gérard E., Didou-Aupetit S. (eds), 2009, *Fuga de cerebros, movilidad académica y redes científicas. Perspectivas latinoamericanas*, IESALC/CINVESTAV/IRD, Mexico.

Proposals – which are welcomed from any discipline of social sciences- must be based on original fieldwork material.

By way of indication, contributions can fall within the scope of the following core themes:

1. South-South university cooperation policies and international market of higher education

This theme will try to shed light on the development of university cooperation policies between Southern countries in the public and private sectors. Where do they stand regarding the logics of the knowledge market in terms of training offer, pre-selection and redeployment of student flows?

Specific attention could be paid to the entrepreneurial dimension of such mobility, which contributes to the hierarchisation of training areas in the “Souths” and to polarization effects at the sub-regional level. The phenomenon of “relocation” of Northern universities could also be analyzed. The issue of regional polarization of training institutions in emerging countries and the strategies implemented to strengthen their activity could also be addressed.

2. Circuits, student migratory flows and studies strategy

This theme will try to determine the statistical weight and the development of student migratory flows at the South-South level. What are the new regional poles of attraction of student mobility in the South? Does such mobility follow specific migratory circuits? For which students? How do students - male or female- make their choice of studies in the South? Depending on the country, the university, the subject? What social paths do they follow?

3. Experience, reception conditions, mobilisation

This theme will explore the daily experience of Southern students in other hosting countries of the South. What are the reception conditions? How do they deal with the late payment of grants from their departure countries? What is the importance and role of family, volunteer associations and networks of contacts? Papers could examine the claims of students who were trained in the South and who moved back to their home country.

Page layout standards for submitted papers

The respect of these standards considerably facilitates the page layout. We would be very grateful if you could respect them scrupulously.

The papers must not exceed 50,000 characters, including spaces, infrapage notes, references, graphs and tables.

Document

Line space: single

Margins: 2,5 (all)

Tab to start a paragraph: 0,5 cm positive

Top of the text:

Title: Centered, Bold, 12 pt Times

Name of the author: First name (small letters), Last name (small capital letters), 11 pt Times, centered, below the title (double space)

Text body:

Font: 11 pt Times

Footnotes:

Font: 9 pt Times (up to 20 footnotes in a paper)

References:

The quotes in the text will be mentioned by the author's name and the year of publication. The different works will be separated by a semicolon. In the case of a direct quote, the page number must be specified after a colon. If there are two authors, they must be linked with &; if there are more than two authors, write the name of the first author followed by & *alii* in italics.

Example: (Rapona, 1985) ; (Rapona, 1985 ; Tapinas, 1965) ; (Rapona, 1985 : 22) ; (Rapona, 1985 : 22-23) ; (Balazs & Faguer, 1986) ; (Bonnet & *alii*, 2006).

Quotation marks and quotes:

Quotes will be made with French quotation marks « » (A little advice for those who work with a PC in order to type these marks: keep the key pressed and type on the keypad 0171 to open the marks and 0187 to close them).

The quote will be in italics when it is not a reference to the author, but part of the corpus analysed by the author (extracts of interviews or any documents used as references).

The words in "quotation marks", if they are not referring to a quote (for an expression, for a word used with a different meaning than the one commonly used, for a word we use with a certain distance) will be in English quotation marks (to open: +0147; to close +0148).

Numbers and percentages :

For numbers in absolute value, separate thousands and hundreds with a comma (120,353). All percentages must be like : 8.15%, with a point (.) for the decimal and without a blank before %.

Bibliography:

The bibliography must be at the end of the paper.

The authors have to be classified in alphabetical order. If there are several references for a same author, use the chronological order to list them.

If there are several authors for a same work, use “&” between the second last and the last name.

Example:

BECCHI (E.) et JULIA (D.) ; DUPRAY (A.), GUITTON (C.) & MONCHATRE (S.)...

Books:

Name(s) of the author(s) with small capital letters, followed by the initial of the first name in brackets, year of publication, title of the book in italics, place of publication, publishing company, name of the series if necessary.

Example:

BERSTEIN (B.), 1975, *Langage et classes sociales. Codes socio-linguistiques et contrôle social*, Paris, Minuit, coll. "Le sens commun".

Collective books:

Names of the authors with small capital letters, followed by the initials of the first names in brackets. Also in brackets (dir.) meaning « under supervision of » or (ed.) meaning « scientific publisher ». Then year of publication, title of the book in italics, place of publication, publishing company, name of the series if necessary.

Example:

BECCHI (E.) et JULIA (D.) (dir.), 1998, *Histoire de l'enfance en occident du XVIIIe siècle à nos jours*, Paris, Seuil.

Papers in a Journal:

Name(s) of the author(s) with small capital letters, followed by the initial of the first name in brackets, then year of publication, « title of the paper » with French quotation marks, name of the periodical in italics, volume if necessary, number and month of publication and finally page numbering of the paper in the Journal.

Example:

BALAZS (G.) & FAGUER (J.-P.), 1986, « Un conseil de classe très particulier », *Actes de la recherche en sciences sociales*, n° 62-63, juin, pp. 115-117.

Papers in a collective work:

Name(s) of the author(s) with small capital letters, followed by the initial of the first name in brackets, then year of publication, « title of the paper » with French quotation marks followed by in (in italics), initial of the first name of the coordinator or scientific publisher followed by the last name in small letters, title of the work in italics, place of publication, publishing company, name of the series if necessary and finally page numbering of the chapter in the work.

Example:

COHEN (J.-L.), 1992, « L'école Karl-Marx à Villejuif (1930-1933) », in A. Fourcaut, dir., *Banlieue rouge 1920-1960*, Paris, éditions Autrement, Série "Mémoires", pp. 197-206.

Report, thesis, grey literature, conferences:

Same rule that for the books, excepted that the title is not in italics (it is possible to write « nonpaginated »)

Examples:

PAVIS (F.), 2003 – « Sociologie d'une discipline hétéronome. Le monde des formations en gestion entre universités et entreprises en France. Années 1960-1990 », Thèse de sociologie, Université de Paris I.

SAWICKI (F.) & SIMÉANT (J.), 2006, « La sociologie de l'engagement militant : un champ de recherche à décloisonner », Colloque international organisé par l'IFRÉSI, le CERAPS et le CLERSÉ : *Comment penser les continuités et discontinuités du militantisme ? Trajectoires, pratiques et organisations militantes*, Lille, Faculté des sciences juridiques, politiques et sociales, 8, 9 et 10 juin 2006.

LE DOUARON (P.), dir., 2006, « Premiers éclairages sur la réforme de la formation professionnelle », DGEFP, ministère de l'Emploi, de la Cohésion sociale et du Logement, rapport pour le Comité national pour la formation tout au long de la vie, octobre (non paginé).

→ PLEASE DO NOT FORGET

A 10-line abstract of the paper and a list of keywords, followed by their translation (including translation of the title of the paper! Translation from French to English or vice-versa).

Proposition of article (2 pages maximum, times 11)

- Thematic Issue (indicate its title):
 Out of Thematic Issue

First and Last Name	
Discipline	
Status (optionnal)	
Institution	
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Phone number	
Postal adress	
Title	
Problematic	
Methodology/Sources of data/Types of materials	
Abstract	
Main References	