

*Journal of International Mobility*  
*Moving for education, training and research*

Call for papers  
Special Issue No. 12

**Student mobility and the creation of elites under the impact  
of policies for the internationalisation of higher education.  
South/North/East/West perspectives**

Regular call for contributions

Varia articles  
Reading notes  
Case studies

Deadline for submission of articles: 26 January 2024

Contact: [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr)

The multidisciplinary, peer-reviewed *Journal of International Mobility*, published by PUF and managed by Agence Erasmus+ France/Éducation Formation, brings together scientific contributions on all aspects of international mobility in education and training in Europe and around the world. One of its objectives is to achieve a clearer understanding of the issues, conditions and impact of mobility, providing material for the researchers and policy makers who are called upon to support it.

The agency is now launching a call for contributions to the latest special issue, placed under the editorial supervision of Magali Ballatore (Aix-Marseille University/Mesopolhis), Yamina Bettahar (University of Lorraine, University of Strasbourg, AHP-PreST), Valérie Erlich (Université Côte d'Azur, URMIS-IRD, Mesopolhis).

This **special issue** is entitled: *Student mobility and the creation of elites under the impact of policies for the internationalisation of higher education. South/North/East/West perspectives*. Individual and multi-author submissions are welcomed. Authors are advised to position their contributions in relation to one or more of the themes discussed below.

**Varia articles** on educational mobility in Europe and around the world may also be considered for inclusion. Two other sections are also open for submissions: **reading notes** and a **case study** section (see details below).

Contributions are welcomed from various disciplinary fields: sociology, education sciences, history, geography, anthropology, economics, language teaching, etc.

### Special issue

## Student mobility and the creation of elites under the impact of policies for the internationalisation of higher education. South/North/East/West perspectives

Issue coordinated by

Magali Ballatore (Aix-Marseille University/Mesopolhis), Yamina Bettahar (University of Lorraine, University of Strasbourg, AHP-PreST), Valérie Erlich (Université Côte d'Azur, URMIS-IRD, Mesopolhis)

How have student mobility and the creation of elites changed under the impact of policies to internationalise higher education worldwide?

The aim of this issue is to examine the impact of public policies and actions to internationalise higher education on incoming and outgoing student mobility and the renewal of elites over the last decade. Approaching the question from different perspectives will give us the opportunity to reflect collectively on the ways in which contemporary research questions the category of the 'elite' in a context of massification of higher education, and considers this question in the light of the major societal issues facing countries in both the North and the South, in the East and the West. The education of elites is a central area of research, and lies at the heart of economic, social and political dynamics, but it is also controversial insofar as there is no consensus on the social role of elites, nor on the principles of their selection and training, given the major developments and contrasting situations between countries (Darchy-Koechlin, Van Zanten, 2005). The special issue will therefore focus on elites in education, which broadly refers to a small group of students who have accumulated economic, academic, symbolic and social capital (Draelants, Ballatore, 2014; Börjesson, Broady, 2016),

in contrast with the majority of ‘ordinary’ men and women (Gérard, Wagner, 2015), who do not have the assets and qualities deemed necessary and legitimate to enter top-level higher education, which promotes a context in which students stay among those with whom they identify, to use a concept discussed by Pierre Bourdieu (1989). However, with higher education systems opening up internationally, the field of training and the processes involved in creating elites have been redefined.

While student mobility is most often ‘encapsulated’ (Pinto, 2017), i.e. compartmentalised within historically constructed circuits in which South-North dynamics play out (Garneau, Mazzella, 2013), as well as South-South dynamics (Eyebiyi, Mazzella, 2014; Bettahar, 2020), the relationships between countries that ‘import’ and ‘export’ students have undergone profound changes over the last two decades (Erlich, 2012; Gérard, Wagner, 2015). Northern countries are no longer the only, or even the main, providers of high value-added higher education qualifications, with new student mobility channels challenging their scientific dominance (Erlich, Gérard, Mazzella, 2021). South/South academic mobility has increased, as has mobility to the East (de Saint-Martin, *et al.*, 2015). A growing proportion of students from North and sub-Saharan Africa, for example, are turning away from traditional destinations such as France in favour of other destinations considered more attractive, such as Germany, Italy, Switzerland, Russia, Ukraine (before the conflict), Turkey, French-speaking Canada, Saudi Arabia, South-East Asia, South Korea, the United Arab Emirates and South America. The academic dominance of Northern countries is balanced by transnational higher education, characterised by the competitive emergence of new higher education hubs around the world, private training centres or offshore campuses, supported by massive investment (Knight, 2014; Wilkins, 2016; 2018; Adick, 2018). These higher education institutions are stepping up their offensive strategies to attract and capture ‘customers’ and elite students (Gérard, 2023).

International Credit Mobility within exchange programmes, particularly European ones, also allows incoming and outgoing mobility. These forms of mobility will also be the subject of this special issue, which looks at the impact of European public policies (Ballatore, 2023). International outreach is not uniformly developed across Europe and between higher education institutions (Attali, 1998; Agbossou, Carel-Bergeon, *et al.*, 2007; Ballatore, 2020; Bégrand, M., Gonthier, N. and Macaire, S., 2020), which can lead to unequal access to mobility, but also to replacement strategies. For example, universities in the European Union are now trying to attract European international students who are leaving the United Kingdom because of increasingly high tuition fees since Brexit, following the example of France, which is developing more programmes in English.

This raises the question of public action and its effects on incoming and outgoing mobility. Expected articles could focus on neoliberal concepts and the increased diversification of training capacities, the creation of new international training hubs or the exacerbated competition between higher education programmes and systems. They may also look at the new neo-managerial performance and measurement instruments or systems (international rankings, quality assurance, certifications, etc.) which encourage the outsourcing of education systems (Musselin, 2008; Nogueira, Aguiar, 2008; Bezes, Musselin, 2015; Erlich, Gérard, Mazzella, 2021; Ballatore, 2023), as well as the commercial representations which have redefined the meaning of higher education around the world (Harari-Kermadec, Porcherot, 2020). However, the trends towards a globalised market are clearly also subject to the approaches of individual countries, which adapt their higher education policies to their sociohistorical, national and even regional contexts (Bettahar, Birck, 2009; Leclerc-Olive *et al.*, 2011; Paradeise, Thoenig, 2013; Lange, Hénaff, 2015). The publication will examine these policies for internationalisation and their impact on incoming and outgoing student mobility and the creation of elites. The contributions will combine different perspectives, highlighting the dynamics of regional mobility (North-South-East-West) and promoting a reconsideration of the renewal of student mobility and the creation of elites around the world, focusing on three themes in particular.

### **Theme 1: Student mobility under the impact of policies in the industrialised countries of the ‘North’**

The articles in this area will examine the impact of the ‘attraction’ and ‘repulsion’ strategies of the ‘northern’ countries, particularly those of the European Union, Anglo-Saxon countries and North America, on student flows in terms of migration and higher education policies. The concept of the international exchange student is thus widely valued, and supports a nascent culture of mobility which, for example, legitimises the existence of the European institutions and their benefits for citizens (Ballatore, 2019). The contributions in this area will focus in particular on the migration policies of what might be termed the ‘northern’ countries since the 2000s, which have only amplified restrictive measures aimed at welcoming financially solvent students as part of a selective immigration policy (Math *et al.*, 2006; Bréant, Jamid, 2019; Kabbanji, Toma, 2020). Conversely, they may also address the inclusive policies recently affirmed by European programmes such as Erasmus+. Is there evidence of increased selectivity in the migration policies of the industrialised countries of the ‘North’ towards student mobility from the ‘South’? Have the mechanisms for regenerating elites been strengthened? On the contrary, do the inclusion and democratisation reinforced by public policies, and affirmed by certain exchange programmes, reduce inequalities between mobile and non-mobile students? This theme will also provide an opportunity to address other pressing political issues, such as the environmental challenges facing students’ academic mobility, or those linked to decolonisation, which has redistributed the ways in which the education of elites is constructed, particularly in the former French overseas territories. How do policy-makers plan to reduce the environmental impact of student mobility at a time when programmes are encouraging more learners to go abroad? Could virtual mobility help to promote inclusion and sustainability? Has decolonisation had an impact on incoming and outgoing student mobility in recent decades (Bettahar, 2020)?

### **Theme 2: The rise of the private sector and offshoring in countries of the ‘South’**

Against a backdrop of liberalisation of higher education, the growth of the private sector is undoubtedly one of the major developments identified. This questions the outsourcing of training systems by northern countries to southern countries. The development of a private higher education market, and sometimes a hybrid market that is neither public nor private (Vinokur, 2004), particularly in Latin America, Asia and Africa, as well as distance learning and the establishment of renowned foreign institutions, encourages *in situ* internationalisation, enabling students to find selective courses locally without having to go abroad. However, the effects of this market differ depending on the national context (Stef, 2022): the private route may encourage upward social mobility, particularly in Mexico (Didou-Aupetit, 2004) or in North African countries (Mazzella, 2009, 2011; Eyebiyi, 2020); in other cases, the public elite may be transformed into a private elite (Cantini, 2014); or the public route can encourage the regeneration of elites, as in China, South Korea, Singapore or Malaysia, for example (Erlich, Stef, 2022). Articles on this theme will take account of the privatisation and relocation of education in the ‘South’ and their effects on student ‘markets’. What are the strategies used by private universities to attract international students? Is offshoring to the South a way for Northern countries to limit immigration from the South? Can we talk about the ‘fabrication’ of new inequalities with the growth of these new private markets? Is the recruitment of international students in the private sector similar to that in the public sector or, on the contrary, does it differ depending the national context?

### **Theme 3: The emergence of regional ‘powers’ in the world of higher education**

Contributions on the third theme will deal more specifically with the regionalisation and offshoring of mobility circuits and will examine the emergence of new poles of influence and attractiveness for students and elites in higher education systems, particularly in Asia, the Middle East, Africa and Eastern

Europe, but also in the European and Mediterranean area and in the Pacific islands. These higher education centres are positioned as hubs for international students, but present themselves differently depending on whether they occupy a global, regional or local position (Knight, 2013): emerging or alternative educational destinations, outsider or more traditional hubs. There are many different configurations. The strategies adopted by countries to become new educational destinations in order to attract students from abroad are no less heterogeneous: approaches centred on excellence, tourism, religion, cooperation, etc. correspond to different political, social and economic challenges. New hubs can be identified in Asia, Africa and the Middle East (Eyebiyi, Mazzella, 2014), such as China, Singapore, Malaysia, Turkey, Northern Cyprus, Morocco and Qatar, as well as in Central and Eastern Europe, where Russia, Romania and Bulgaria, for example, play pivotal roles, cooperating with other countries. These regional hubs thus respond to different objectives that call into question the new models for the internationalisation of higher education (Erich, Gérard, Mazzella, 2021). What are the world's main higher education hubs? What are their policies for attracting international students? Are there models of internationalisation specific to countries or regions? Is the rationale behind the attractiveness of nations based solely on the principle of profitability?

The expected contributions will focus on these three themes. They will involve a rigorous analysis of original survey material and explicit scientific literature, but may also take the form of a theoretical and/or epistemological discussion of the subject.

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## Submission of articles for the special issue

Please send full articles (**40,000 characters including spaces**) by e-mail (Word document) to [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr) by **26 January 2024**.

Submissions will be evaluated anonymously by two members of the editorial board. You will receive one of four possible responses following the evaluation process: article accepted, accepted with request for minor changes, request for major changes, rejected. If the editors request changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

Languages: articles may be submitted in French, English, Spanish, Italian or German.

### Timetable

- Submission deadline for full articles: **26 January 2024**
- Response to authors following first round of evaluation: **4 March 2024**
- Submission of articles in response to the feedback from the editorial board: **19 April 2024**
- Response to authors following second round of evaluation: **31 May 2024**
- Submission of finished articles: **21 June 2024**
- Publication: **October 2024**

### Full article format

In addition to the text of the article itself, submission should include:

- The full name(s) of the author(s),
- a clear title,
- an abstract in the language of the article (English, French, German, Spanish, Italian) and a translation into either English or French (approx. 1500 characters including spaces)
- 3 to 5 keywords,
- a brief biographical note on the author(s), in both English and French
- a bibliography of texts referenced in the article.

Total number of characters: **40,000 maximum** (including spaces).

### Formatting guidelines

Font: Times New Roman 12. Line spacing: 1.

The bibliography and website references are to be given at the end of the article, in alphabetical order.

Footnotes should appear at the bottom of the page in Times New Roman 10, single-spaced.

Quotations (of authors or interview extracts) must be inserted in the text between inverted commas, without italics, in Times New Roman 10, single spaced. Lengthy quotations should be indented and presented in Times New Roman 10, single spaced.

Foreign language expressions or terms should be italicised.

Iconographic documents may be included in the article. Images must be free of copyright.

All borrowings from other authors must be clearly indicated, and the original sources cited.



## Permanent call for papers

In addition to this call for papers on the theme of the special issue, contributions may be submitted to other sections of the journal. Contributions are welcomed from a variety of disciplines: sociology, education science, history, geography, anthropology, economics, language teaching etc. Submissions are welcomed in French, English, Spanish, Italian or German.

### **Evaluation methods and how to submit contributions**

Please send full articles (Word documents) by email to [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr) by **26 January 2024 for the next issue, or at any time for consideration for future publication.**

Submissions will be evaluated anonymously by two members of the editorial board. You will receive one of four possible responses following the evaluation process: article accepted, accepted with request for minor changes, request for major changes, rejected. If the editors request changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

If the contribution is accepted, it will be included in the next issue to be published, depending on the possibilities offered by the publication schedule.

#### - **Varia section**

This section is intended for articles on various topics in the field of European and international education and training mobility studies.

#### - **Case Studies section**

The Case Studies section is intended to strengthen the link between theory and practice by welcoming contributions from professionals with expertise in the field of education and training mobility. This section can include presentations of practical cases, educational experiments, specific tools, etc.

**Specific format of these contributions: 10,000 to 40,000 characters.**

#### - **Reading Notes section**

The Reading Notes section offers the contributor the possibility of presenting the content of a recent work in a synthetic and critical manner. The notes should give an account of the work, highlighting its contributions and limitations. The aim is not only to present a summary of the content, but also to offer a critical analysis of the directions taken, the identification of the subject, the methodology adopted and the results obtained. In addition, the notes should endeavour to put the work into perspective with the existing literature and the topics covered by the *Journal of International Mobility*.

**Specific format of these contributions: 10,000 characters maximum, including spaces and footnotes.**