

Call for contributions to *Revue Tiers Monde*

“Internationalisation and transformation of education systems in developing countries”

Coordinating editor

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Argument

Except for works on how donors impose educational norms on developing countries, the literature on internationalisation mainly addresses globalisation in higher education. Yet, the effects of internationalisation span within and across the different education levels. We propose here to break with the traditional fragmentation of scientific thought by bringing together articles which, although focusing on different countries and levels of education, analyse how national public education policies are designed and how the different stakeholders' strategies are built rather than how internationalisation affects education.

The internationalisation of education covers various phenomena entailed by the rapid development of education in the world and by the increasing interweaving of the governance of education systems at all levels from international to local levels through sub-regional and national levels. The definition of policies at supranational level, designed to show “the right path” to countries lagging behind in educational terms, is now an old phenomenon which has inspired a great number of works. However, such policies have taken on a new dimension, owing especially to the introduction of statistical surveys for classification, based on comparatist premises supposedly indicating the successes or failures and raising competition between different schooling systems. The increase in the number of international assessments of student achievement, along with their use for political ends and their media coverage, play a role in defining national education policies as well as in the practices adopted by the different education stakeholders.

The internationalisation of education is also characterized by a wider supply of education at international level and a broader range of choices for families. It is increasingly easy and commonplace for learners to go through part or indeed all of their education outside their country of origin. There is much more mobility in educational provision and the emergence is now seen of an international-scale “education entrepreneurship”, with or without relocation involved. The development of e-learning in higher education, offering an education model whose only frontiers are those of language, gives a glimpse of the possibilities for application at other levels of education and heralds future changes in educational methods.

In theoretical terms, it means revisiting theses which uphold a trend towards general harmonisation of schooling systems and criticism of these which calls up the need for historicisation and contextualisation of public education policies and refers to their interactions with the processes involved in the internationalisation of the school sector. That is, compare and contrast hypotheses that implicate the inevitability of trends towards

globalisation and standardisation of educational norms and values with those postulating renewed processes of empowerment and differentiation. What is the impact of internationalisation on national education systems? Is internationalisation bearer of an imposed harmonization of national education systems or of new possibilities? Do these systems converge or can they follow their own paths? Such are the questions at the focus of this issue, whose aim is to bring some answers. To fulfil that end three major themes of study are proposed.

Themes

The processes of internationalisation: actors' interplay between international norms and national policies

This first theme involves analyses of the extent to which and how national policies are affected by orientations defined supranationally (agendas of international or regional organizations, international conferences or international or sub-regional agreements) whose recommendations and international engagements carry harmonized standards with them. In what way does imposition of international norms bring pressure to bear on the elaboration of national policies? To what extent does it transform national education systems? What room for manoeuvre do countries have, particularly those most dependent on international aid? Do the values borne by the notion of Education for All (individual right to education, equality of access according to sex, caste, class, ethnic group and so on) generate universal representations of education or are they altered under the influence of cultural contexts?

Internationalisation, comparison and exposure to education systems to competition

The second theme concerns the consequences for education provision of the generation of competition between education systems and establishments. This effect stems from national or international testing to assess the "quality" of education, but also from the mobility of learners, that of the content through relocation or dematerialization of courses offered, or again by local development of "international" schools. What are the effects of the diversification of forms of provision on national education systems, educational establishments and educational inequality (between or within countries)? Do national educational policies align with these trends or, on the contrary, do they seek to oppose the potentially negative effects of these? Can studying globalisation policies bring a renewal of the question of equality and social justice by shifting the focus of analysis on to different scales (school inequality between countries or within countries) or better still through research on links between these different scales and global, national and local forces.

Internationalisation, changes in course content and teaching methods

The third theme embraces the growing demand for internationalized curricula leading to the acquisition of broader knowledge, but also for the values and skills which allow integration into different environments and what are sometimes called "intercultural competences" or "cross-cultural skills". For example, teaching of English and in English is in demand from parents who consider a command of this language, sometimes from the earliest age, as an essential condition for enhancing the value of qualifications on the employment market. What is the impact of this tendency on national educational systems and course content? Doesn't it bring the danger of further deepening inequalities between those with no access to this type of education and those who have? How are national educational policies

positioned with regard to this trend? In what way does it alter educational representations and practices?

Framework for articles

Articles can focus on a region, a country or a sub-region. They can combine a comparative method and an historical approach to elucidate the processes of integration, transformation or rejection of the universalist discourse on education. Or they can study concrete methods for defining or redefining educational policies, or examine the different players' strategies to bring out the local dynamics and their determining factors. The idea is to examine macro-social processes by concentrating attention on the "major players" (States, international organizations, supranational regulatory institutions and so on) or, using a micro-social approach, look at the strategies of the various players in education and the influence internationalisation might have at the local level.

Instructions to authors

Proposals must be sent by the **8th of december** to the journal's office at (tiermond@univ-paris1.fr) and to the editors of the issue, Nolwen Henaff (nolwen.henaff@orange.fr) and Marie-France Lange (lange.marie-france@wanadoo.fr), and must not exceed 4 500 characters. They must carry the title of the article, the topic of research, the theoretical framework, the geographical area studied and the main results. They must include the names of the authors and their first names, the order in which they wish to appear, the institution to which they are attached and status, along with the contact details of the corresponding author (e-mail and telephone).

The selection of contribution proposals will be notified to authors within **two weeks**. The first versions must be limited to a maximum of 7000 words spaces and notes included. The articles must be sent by the **2nd of March 2015**. They will then undergo a double assessment which may lead to requests for corrections or to rejection of the article. Authors will then be notified of the articles chosen by the **4th of May 2015** at the latest. Publications and articles can be written in French or English.

Bibliographic milestones

AKKARI, A. et PAYET, J.-P. (dir.), 2010. « Transformations des systèmes éducatifs dans les pays du Sud. Entre globalisation et diversification », *Raisons éducatives*, 336 p.

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KAMENS, D. H. and MCNEELY, C. L., 2010. "Globalization and the Growth of International Educational Testing and National Assessment", *Comparative and International Education Society*, Vol. 54, n° 1, p. 5-25.

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