

# National and international capital in Swedish elite upper secondary education

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In studies on the impact of globalisation on national educational systems, the idea of an emerging international or global capital, connected to internationally oriented schools, play an important role, in particular as regards elite education. Employing the concepts of symbolic capital and habitus, this study explores the complex relations between investments in national cultural resources and those with an alleged international recognition among students attending schools in the elite segment of upper-secondary education in the city of Stockholm. First, the social structure of upper secondary education in Stockholm is mapped out using simple correspondence analysis of individual-based register data on all students in all schools at this level, making it possible to identify an elite segment. Second, a questionnaire comprising 64 main questions with sub-questions related to the personal trajectory and to a variety of cultural practices and position-takings, administered to 310 students at 5 different study programmes at 6 schools occupying particular positions in the space, is analysed using specific multiple correspondence analysis. Third, the patterns unveiled by the MCA are interpreted in the light of 101 student interviews. The analysis shows that schools and study programmes competing in this segment represent different balances between nationally defined cultural capital and investments in supposedly international resources. The main findings are that at traditional elite schools transnational symbolic assets integrate into rather than replace nationally defined assets and that the embrace of the values of globalisation is at its strongest among students at schools with a recruitment dominated by economic fractions.