

#### 4. INTERNATIONAL CAPITAL AND THE RECONFIGURATION OF EDUCATIONAL HIERARCHIES

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What picture can we draw of the current state of internationalization in education? Once viewed as an inevitable consequence of globalization, the internationalization of educational institutions and study paths may now be challenged by factors such as the COVID-19 pandemic and rising geopolitical tensions. International capital has often been described as the privilege of the elite, but is that still the case? Has competition for international resources broadened, or are they still primarily available to dominant classes? Can we speak of a generalization or, on the contrary, a decline in internationa-

lization processes within educational institutions?

This conference brings these issues into focus by using the concept of international capital and comparing the cases of Sweden and France. We analyze how internationalization contributes more broadly to the reproduction of social and educational inequalities. This conference explores the production, accumulation, and returns of international capital across educational pathways and institutions. We delve into not just the unequal distribution of this capital (and potential elite monopolization) but also the varying value placed on different international skills, practices, and identities. Key questions include: which international experiences translate most effectively into capital? How is international capital built? What strategies do individuals employ to accumulate it, and under what conditions are these strategies successful?

International experience may play a greater role as competition for educational opportunities increases. New educational policies, such as France's "Parcoursup" system, emphasize individual "educational projects" and encourage the early accumulation of cultural and linguistic capital, often through extracurricular activities. This trend coincides with the internationalization of higher education, fueling a market of private institutions offering internships, study abroad programs, and language

training, including English immersion programs even at the daycare level. This conference critically examines how these internationalized strategies function within a context of reinforcing educational inequalities.

Investigating the production of international capital requires nuanced analysis. Beyond the classic examples, there is a need to examine how borders and context influence the value of international skills. Global inequalities make certain languages and knowledge more advantageous than others. This conference moves beyond the typical focus on the English language and embraces the academic value of other languages or skills. Additionally, the potential downsides of internationalization strategies should be considered by examining cases in which international experience is a secondary or disappointing choice. Ultimately, we illuminate how international capital shapes power relations and their intersections. For example, it is interesting to explore the gendered effects of international capital beyond the classic example of the devaluation of women's careers in expatriation. Similarly, the concept of race can shed light on how these boundaries are constructed, offering new ways to define and understand the limitations of international capital.

This conference delves into key research areas currently explored by participants,

including the interplay between internationalization and secondary and higher education, socialization and educational strategies, institutionalization and transformations of social and educational hierarchies, and the mobility and accumulation of international symbolic resources.