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Bachelor Thesis

Racism against second-generation migrant in Swedish primary school

A Qualitative Research



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Abstract

The research is a study on second generation migrants in a white-dominant primary school. The subject was about the racist experience in the school year when they went to primary class. Hence, the research uses two different analytical frameworks: Göran Therborn theory on inequalities and Jane Elliot experiment on Racial Prejudice. As a notice, there is not much research on secondary generation migrant. Thus, it does not change the fact that the research has found some data and information. Most migrants' experiences racism in a white-dominant school, but there has not been researching where it analyses the effect of racist experience in a white-dominant school. However, the research brings up the subject of integration and segregation to analyse the affected of racist experience in a white-dominant primary school.

Key words

Racism, Inequalities, Segregation, Integration and Racial prejudice

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1 Introduction

In the dictionary of Oxford, racism is identified and explained as "The inability or refusal to recognize the rights, needs, dignity, or value of people of particular races or geographical origins" (Oxford Reference, 2020). BLM (Black Lives Matters) is one of the organizations against racism and has in the year 2020 made a prolific impact on Swedish society (Orrenius, 2020). The BLM movement's importance has brought the subject of racism inequalities against black people in the Swedish society and has opened a discussion of the issues again worldwide. Inequalities are in every society but at different levels and can have similarities. Often in a society with inequalities, the victim is usually minorities (classes, gender and different ethnic groups) which the BLM movement has brought during their manifestation outside the Kulturhuset in central Stockholm City (Arif, 2020, source).

Racism's meaning has changed over the years; for instance, the contemporary understands the consequences of racism more than it was 50 years ago because the meaning has developed over the years. Over the last three decades, racism in Sweden has been a heated national debate but has its origins before, for instance, how Carl von Linné was one of the first on race biology and the Uppsala Race biological institution (Bolin, 2020, Ericsson, 2016). As written Sweden has a rich racist history against ethnic groups, today the most affected by these forms of racism are Latinx, Africans, Middle Eastern and Romani (Ericsson, 2016).

In recent years Afrophobia, islamophobia and other ethical phobias have been a significant issue in Sweden and other European countries for a long time. For instance, when a Swedish white person would apply for a job, it would be easier for them than a person with a foreign name. Hence, the name of the person matters when he/she applies for a job; for instance, if the name is Anders Andersson, it would be easier for him/her to get a job than a person named Miguel Martinez (Lättare att få jobb om du har ett svenskt namn, 2016).

Furthermore, even members of political parties such as the Swedish Democrats have expressed offensive on their social media. For instance, Elisabeth Peterson shared *Svenskar är vita*, a song by the band Kiwi on Facebook. The band



does white power music and the song translated is *Swedish people are white*. She shares the same philosophy as the song, and when Aftonbladet confronted her, she tried to make some excuses for her actions. Hence, a reminder, she is one of the top names in Swedish Democrat in Växjö and is one example of why the party is racist and xenophobic. (Granlund, Nygren & Svensson, 2018).

Moreover, Sweden is one of the many European countries that take in migrants in the country. Some of them come to the destination country as a family who stays in Sweden and creates a new home. Most of their children are first generation migrants or second-generation migrants and go to a Swedish school with other children (Migrationsverket, 2020). The Swedish integration policy for migrants is, "The goal of integration policy in Sweden is equal rights, obligations and opportunities for all, regardless of ethnic or cultural background." (Government Office of Sweden, 2009).

Children's racism in Swedish society has often not been genuinely discussed in the matter of the issue. In schools where children experience, racism has not been taken seriously according to academic research. Hence, often children do not have a racist mindset but can make racist actions because of their peers. Children that are victims of this matter do not say their racist experience to their parents. Even the schoolteachers have acted racist against the children. The issue has not been fully discussed, and often the victims do not express their experience on the subject. Even racism and inequalities are seen in Sweden's school years by different articles (Rasism i barn och ungas liv, 2020).

During the Swedish winter-season, Luciatåget (The Lucia), a tradition celebrated on 13th of December, has caused a heated debate in the Swedish society. The Lucia issue is that children with an immigrant background often play a gingerbread man's character because of their skin colour. In the book *Rasismen i Sverige* writes a story from a narrative perspective of racism in Sweden. "Jag förstod att jag hade mörkare hår än andra. Jag fick vara pepparkaksgubbe i förskolan, spelade fåraherde i julspelet på lågstadiet." The quote is from the book, and if translated, it would be, "I understood that I had darker hair than others. I got to be a gingerbread-man in preschool and played a shepherd in the Christmas games



in primary school” (Rasismen i Sverige), which is always played by the minorities. It is one of the reasons why it became a heated debate in Sweden on Lucia because the children with a migrant background never played other characters than gingerbread man and secondly, it was a person with an immigrant background that was Lucia during the Lucia that got racist comments on hers social media (Haimi, 2016).

1.1 Second-Generation Migrant Background

When migrants come to a destination country often creates a family when they have integrated with the society. Majority of their children are second-generation migrants if they are born and raised in their parent/parent’s destination country. There have not been many kinds of research in Sweden on second-generation migrants. Thus, there has been movies and documentaries on them. The second-generation migrant is categories when one or both parents have a migrant background (Castles, Haas & Miller, 2014). Historically, Sweden has had a massive migration influences in their culture. However, they had always had an issue with integration and segregation. Hence, Sweden will continue to have this is issue structurally and socially in their system (Ericsson, 2016).

1.2 Research Problem

There needs to be a formal study on the second-generation immigrants' experiences of racism in primary school. Most data and information do not act or write about the effects of children's racism in primary school, and what threat it has on children. The paper's construction and the conducted research on racism are primarily obtained from a school in Sweden that is white-dominant. The interview will be based on young adults rather than children to understand the experience better and the effects of racism in primary school.

Most of the knowledge gained for the research is by interviewing children, and mainly white researchers have conducted it, but some with another ethnicity also. Even though they might get an understanding, the researchers can not relate to the



actual struggle and impact it has, especially at young school age. It has been proven that most children are not racist consciously but act racist because of the impact of others (often from their family members).

1.3 Relevance

As the study mainly bases on the secondary-migration racist experience in primary schools, it has its relevance in the peace and development area. The reason why it needs to be written is to know what the effects of racism as a child does to a second-generation immigrant's integrity in the country. The group which is specified is young adults to understand the experience and effects on child racism in primary school. Therefore, the case study will give contextual information on children's racism in primary school.

Furthermore, the research is built on to give further information and understanding of children's racism in primary school. Therefore, bringing more awareness to the subject in Sweden and internationally on racism against second-generation immigrant children would help to see the inequalities of racism as a child in Sweden. Hence there has not been much research on second-generation migrant and third-generation migrant in the academic world which makes the research interesting.

1.4 Research Questions

- What verbal and physical racism did a second-generation migrant experience in primary school?
- How has racism affected the second-generation migrant as a child?
- How does the effect of racist experience in primary school create antipathy against the white society in Sweden?



1.5 Disposition

- Section 2 is about literature review and how previous have done with their work and what the literature has relevance in the study.

- Section 3 works with the analytical framework, explaining what relevance the theory will have to the research.

- Section 4 focus on the methodological part, which informs and explain what the research tools are. Thus, it will also explain what the research has done

- Section 5 is about the findings that the interviews resulted in the research.

- Section 6 will analyse and discuss the results and findings in-depth with the literature, theory and the experiment.

- Section 7 will conclude the work in this paper.

2 Literature review

Kenny & Macneela case study is about racism in primary school. The research is a qualitative study with a deductive approach to analyze the "construction and experience of racisms among a sample of primary school children in Ireland during a period of intensive immigration" (Kenny & Macneela, 2009). They interview children with an immigrant background where they talk about the racist experience in primary school and interview white children in the school because to understand what they have learned about racism. The children interviewed are between the ages of 9-11-year-old. The researchers have been sensitive about the subject because they know that the subject is fragile, so they have chosen to be careful of what they say during the interviews (Kenny & Macneela, 2009).



Often the children experience racism vocally and physically. Racist name-calling is often a daily life for the children with an immigrant background. Often, the victims experience verbal and physical attacks from older children from their school, which gives a domino effect to the younger ones who have them as an ideal. The relevance of the study is the experience of racism. Thus, the research issues are that they only focus on the experience and not the effect. As noticed in other research, most children express their feelings on this matter without any filter of what they are saying (Kenny & Macneela, 2009).

Furthermore, the study interview method is to understand the experience rather than feeling. By gaining information about the experience, some children do not truly understand or have gained the right teaching of racial issues and racism in school. The toddlers with an ethical background often argue that the teacher does not care about what caused them to fight the white children. The structure of the analytical framework they use in the research is; a conceptual framework where they focus on social identities and racism in groups. Hence, they are researching the knowledge of racism by the children and school. As written before, the children reflected what those elders did against the migrants; for instance, name-calling the children from Nigeria the n-word (Kenny & Macneela, 2009).

Moreover, the study's exciting factor is that they notice that a white-dominant school usually has difficulties tackling racist conflicts in school. They cannot handle the issues of racism in school because they have not adequately taught the students about the consequences of racist name-calling, and violence according to this research. To teach children about discrimination and that all are united has not worked in the school they have researched (Kenny & Macneela, 2009).

Secondly, "Cumulative disadvantage? Educational careers of migrant students in Irish secondary schools" (Darmody, Byrne & McGinnity, 2012, page 129) is about the educational system for migrants in Ireland and the school inequalities. The research is a mixed study of a qualitative and quantitative method because of its data and the interview process. Hence, the study noticed that most migrants face racial discrimination and racial prejudice in the school social-and structural system. The study is researching in six different primary schools and secondary schools in



Ireland, which the researcher has looked at the dominant groups in school such as race and gender (Darmody, Byrne & McGinnity, 2012).

Furthermore, the study has noticed that most of the schools have researched there only 2%-9% migrants who go to the school they have researched on, so they already have a substantial issue on diversity, but it is vital to write that this research opens up a topic about migrants in Ireland where it came a lot during the time of 2012. Nevertheless, they noticed that fewer migrants went into primary school than in secondary school. That is one of the reasons why their participant was from secondary school rather than primary school. Thus, it was difficult to have any language translator support during the interview and only interview a few during their research (Darmody, Byrne & McGinnity, 2012).

Moreover, the study's relevance to research is that migrant's student has proven to have the same level of Irish education. However, due to inequalities and social disadvantages, the migrants need to be much better in school to prove that they can have the same grade as the Irish pupils. Nevertheless, it proves more migrants are better in school than the Irish pupils. Thus, due to the inequalities, they are experiencing disadvantages that are hard to tackle for the migrants. (Darmody, Byrne & McGinnity, 2012). However, some children could speak fluently English, but the school put them in a starter English class for migrants. Even if the migrant student could speak proper English, they were still put in a class where it was a lower education rate, which they did not understand why they were put in such a situation. Hence, it was also difficult for them to go to a higher rate class even if they had the highest grade in the school. Even if they have the rights to education, there is still inequality and disadvantages they experience in school (Darmody, Byrne & McGinnity, 2012). There are differences in the research regarding what methods, topic, and approaches the paper has used in the study. This paper's research has been used to see what disadvantages the migrants have in school if it is a form of equal education or inequalities (Darmody, Byrne & McGinnity, 2012).



3 Analytical Framework

3.1 Racism

Before writing the theory, it is essential to explain what racism means in the research. Racism in the study demonstrates the racial discrimination towards people with a different ethnical background, which also means that people with white ethnicity cannot experience racist discrimination. Nevertheless, they can experience racial discrimination; and why it is essential to explain what racism is? It is necessary to clarify in work the definition of racism because individuals who will read the research need to know the purpose of the study and what racism means (Därför finns det ingen omvänd, 2016; Garner, 2010). The reason why white people cannot experience racism because white people have the supreme power of privilege than a non-white and because of race biology and historical events of what white people have done historically against non-white persons explains, even more, why a white person cannot experience racism (Black Nouveau, 2017; Ericsson, 2016). Even if the Swedish system has applied plans and laws against racism in social society, it cannot fully tackle the Swedish community's norms and culture. (Government Office of Sweden, 2008; Lawen & Mavi, 2014). Hence the other argument would be that the research looks at racism as a power hierarchy, where for now white people have more privilege than other ethnicities even if they are minorities in other ethical countries/states they are still more privileged than any other race. Therefore, racism in this research will have this point of view in the framework (Därför finns det ingen omvänd, 2016).

3.2 Göran Therborn: Inequalities

The Killing Fields of Inequality, written by Göran Therborn, explains inequality as a concept in different forms. The study case's rationalisation is using the approach because it defined the injustice in society and the system. The development of a nation does not signify by the income or wealth of the country. He has divided the inequality theory by three different; Vital-, Existential- and Resource Inequality. Firstly, Vital inequality explains the unequal lifespan for individuals without a



severe illness, which means how society supports a person's mental or physical health. Secondly, Existential Inequality explains the inequality in rights as a human, for example, sex, gender, family and social status. At last Resource Inequality explains the unequal economical- and the capital access of a person (Therborn, 2013).

Existential inequality will be the primary concept of the theory in the research, explaining the racism and racial issues in an inequality society. Sweden is an advanced country, thus has racial issues and segregation issues. Existential inequality argues that people get discriminated by race, sex, gender and social status. Most people with a different racial background get treated differently. In schools, there is a social status and race differences for a child. The theory works to the study because of how a child with different racial backgrounds and social status have experienced discrimination in school. Hence, specifically in schools where the majority is white children and teachers, the minority has a migrant background (Therborn, 2013; Kenny & Macneela. 2008; Troyana & Hatcher, 1992; Connolly. 2002).

Furthermore, Vital inequality for the study is how it has affected the child as a young adult reflection on racist experience as a child. For instance, did it explain why the child was violent when the other children bullied him, her or they/them? It is an essential factor to bring up because it explains child depression. The concepts argue the lifespan of a person and a person's health without having a severe illness. Most children with migrant family lives have a different culture than the destination country, which will give the child a culture shock. Even if the child is born and raised in the destination country, the first culture would be its parent home countries (Therborn, 2013).

Resource inequality argues access to a resource when it comes to wealth and income. Hence, it also mentions the human capital of the individual. Most children with a migrant background have difficulties performing in school when it comes to languishing because of their first language from their parent home country, not from their destination country. Hence, most of the children's parents have human capital issues regarding language (Therborn, 2013; Connolly, 2002; Lüdemann &



Schwerdt, 2013). Most immigrants that come to a destination country also have socio-economic issues in their household reason for it can be difficulties with the languish in the destination country, have come without any papers and sometimes it can also be sexual trafficking (Castles, Haas & Miller, 2014).

3.3 Jane Elliot Experiment Blue eyed and Brown eyed

The blue-eyed and Brown-eyed experiment is a social psychology experiment that explains racial prejudice. However, it also explains the inequalities in a white-dominant society. Jane Elliot is the creator of the experiment and started it after Martin Luther King's death. The reason was that she wanted to teach children about racial prejudice and racial inequalities. Elliot divided the samples into two different groups: one blue-eyed, and the other one browned eyed. Hence, where the experiment treats wan group positive and oppress the other group. (Blue Eyed, 1996).

Moreover, the experiment proves that if society treats one group better than the other, it can be consciously or unconscious, which will implemented on the child behaviour when they grow up. Therefore, by discriminating a group of people can create traumatized consequences. As children, youth, and adults who have experienced the experiment understand later that there is a social issue in their society, it is dangerous for people who get discriminated. Elliot's experiment's goal is to learn, understand, and take the racial issues more seriously than before. The experiment samples often teach people who are less discriminated in life; they are relatively privileged (Blue Eyed, 1996).

The experiment proves that it is mentally and physically exhausting that racial structure discrimination is in a society where one group is more dominant than the other group. Most of the samples start to cry or get a panic attack because of Elliot's teachings through the experiments. The Jane Elliot experiment has not only experimented on children but also youth and adults. Hence it has also been used by other teachers, professors and done their research on it. Most of them end



with the same result as Elliot's experiment. However, people are not born to hate people learn by behaviour to hate it in the system of their life (Blue Eyed, 1996).

3.4 The use of the analytical framework

The theory will be used in the research as an explanation of racist structuralism in Sweden. The Swedish structure at a social level and regime level has been racist and xenophobic historically, and it is continuing in the today society (Ericsson, 2016). For now, white ethnicity has more privilege than non-white in Sweden. By connecting the inequalities in Sweden with Göran Therborn theories, Jane Elliot experiment and the research study. It will explain the issue that Swedish society has. The theory will work in the research as explaining and discussing the issue in Sweden. Hence in the discussion, the theory will explain why the Swedish have a racist issue on racism in white-dominant primary schools.

Before the interview, it is vital to have a section which connects racism and xenophobia, which will be done after the transcription. Therefore, by creating a document that connects Göran Therborn theory on inequalities, Jane Elliot on racial prejudice experiments helps the discussion section in the research. The author explains that Existential inequality explains the structural issue in society about race, gender, sex and social status. It is essential also to mention that not every inequality is discriminating consciously; it can also be unconsciously. Thus, it is still wrong to discriminate a person by their looks, gender, race or sexuality. It has been one of the oldest issues in society. Existential inequality in this research will study the issue if there has been a racist effect on the second-generation migrant regarding health, integration and capital.

Furthermore, some groups of second-generation migrants can have socio-economic issues when they are children. When they come to a destination country, most immigrants often have difficulties finding a legal job because they have a migrant background. Most of them work in the black market, which is one of the few ways to make an income. When a child with a migrant background goes to a white-dominant school, it can be difficult for them to blend in the mass because they



look different, do not have the same social status or economic opportunities. Therefore, studies on inequalities and racial prejudice experiments are essential for the research to explain the issue.

The experiment helps the Göran Therborn explanation of inequalities oppression when it comes to race. When people with Blue-eyed get treated as non-white people, it can be seen how people get mentally exhausted and oppressed by the systems social structure. Also, people are starting to cry during the experiment. The vital in the experiment is that in the film she asked the audience “if you as a white person would be happy to receive the same treatment as that our black people are receiving in this country please stand” (Blue Eyed, 1996), the effect of the answer was that no white person stood up and she respondent that the people in the room that are white are aware of the inequalities for people that are non-white in the society (Blue Eyed, 1996),.

4 Methodology framework

4.1 Qualitative Case Study

Racism is a concept and is a broad topic which is interesting to research on. Therefore, the focus with the analysis here is to find information which is relevant to the subject. To be objective in the study, it needed an analytical framework that comprehends the relevance of the questions. The view is applied to create an analytical discussion and argues for the analysis. The method used in the research is a qualitative study, and it is a field study because of the work chosen in this analysis. The bias part of the research will be brought up to make the research trustworthiness stable. Why does the research need to bring out the bias part? The reason is to make sure the research is analytical and proof of the samples' errors. Hence, it will be furtherer explained in this paper.

Qualitative research argues that the method collects and observes data in an analytical text which explains the case study. (Bryman, 2015; May, 2011) Hence, the qualitative method in a social research point of view describes that the



researchers' data and observation are from an ethnographic perspective.

Ethnography perspective argues that social research observes and gains data by creating a case study in the known reality. (Silverman, 2016) However, qualitative research does not have the same method as quantitative. The reason is that quantitative studies rely on statistical data, and mathematical numbers, which qualitative studies is the opposite. The form of the research is suitable for qualitative study because of the method the research needed. Often in qualitative research for children, migrants focus on the social and individual life experience. (Bryman, 2015; Silverman, 2016)

This paper's methodological framework will be an abductive approach, which means that there is an exciting theory but will change its form when the result comes, and the conclusion will explain the theory. For example, the first base is the truth, the second base is the result of the truth, and the third base is the base's conclusion. (Bryman, 2015; Corbin & Strauss, 2015). A further example is that they can see there are red candies in the bag; secondly, they know that the candy is red and as a conclusion, they know now that the candy belongs to the bag. Hence, in the study, it is known that there is structural racism in the Swedish primary school system, but the resulting truth will conclude the case study in the research. Often in abductive reasoning is mostly suited for qualitative research; the reason is because of the structure of the abductive approach. As written shortly in the previous paragraph, qualitative research observes and gains information on an exciting theory that creates a definitive study that works on an observation process. Therefore, abductive reasoning would be suitable for the process of the case study in this research (Bryman, 2015, May, 2011, Silverman, 2016)

The research has interviewed nine persons during the research. Hence, four are males, and five are women that have participated in the research. It has a narrative methodological approach in the research and some form of a structured interview. Hence, a narrative approach means that it focuses on personal history when they talk about their life. The research decides to have this form of approach because most study read has had a structured interview. Therefore, the research wants to have a narrative approach because of understanding the consequences of the experience. This form of narrative inquiry will focus on oral history rather than



finding history in data and information. By having an oral history, the research will also ask questions to develop the conversation. Often remembering memories in primary school can be difficult or forgotten. Hence, from the literature read for the research, it has helped ask questions that can help the individual remember the experience. Hence, the research will also have a semi-structured interview (Bryman, 2015; Clandinin & Connelly, 2000; Silverman, 2016).

Furthermore, during the interview preparations, it will have questions that start with the person telling themselves about themselves, for example, telling their age and what they are doing in their life. Secondly is the focus of their life in school if it was difficult or easy for them in school. Here it is essential to be focused, but the importance is also biased during the conversations. It is better to be in the person who is getting an interview rather than being too neutral, especially when it comes to subjecting yourself to racism. The research should use the same language as the interviewer. It is essential for both the interviewer and the person who is getting an interview to understand one another. Hence, letting the person tell their narrative perspective of their feelings and their story (Clandinin & Connelly, 2000; Silverman, 2016).

The study has formed by finding people for the sample by a snowball sampling, which means finding people by contacting people via Facebook, Instagram, and Gmail. Most people are students in the research, but the majority is from the interviewers' help by finding people with the same background as the individual in the case study (Bryman, 2015). The importance of the analysis is the perspective of those who are in the sample. Thus, people can have a different perspective on how the issues reflect and effects (Silverman, 2016). That is why it is essential to connect the answers to one and another because of the relevance.

Furthermore, the research question is not a form of a critique. It is only to improve the social research process in this work and create an agenda. The samples of these tests are from Latin America, Asia, Middle Eastern and Africa. The regions mentioned are regions that are often racially discriminated against by the white social system in Europe.



4.2 Data analysis

After the interviews, the recording data will be on a computer which will get translated into English in a document. The importance of the document is that it has the correct translation from Swedish to English. Hence, the keywords of the interview are also essential to structuralise in different sections in the document. For instance, racism, segregation and integration need its category in the document (Bryman, 2015). The persons that have been interviewed will also have different sections in the transcription. The importance is that the document has the information relevant to the research which will be discussed in the result section in the paper (Silverman, 2016).

Moreover, the method can have a negative and positive outcome of the interview because of the sensitivity. People have different perspectives on racism and experience. Thus, it is respectable not to judge their experience and point of view; the study needs to recognise the issues within the research. That is the reason why the research needs to be biased during the interview discussion of the interview. Hence, often in an abductive method, the data analysis approach can be a surprise in the case study (Punch, 2014).

The work's coding is by reading the transcription and giving them labels to support the structure of the transcription paper and the research. It is vital to sectionalise the narrative interview to find relations and relevance in the research (Punch, 2014). While interviewing the samples, it has some indicators which are critical to the paper. In this form of the section will create a stable coding for the research. For instance, fear can be categorised in a section related to it and relates quotes to one another. Creating a transcribed document also needs words where it puts on themes (Bryman, 2015). Therefore, the research has a structured coding with themes and sections that will choose what quotes will be under what section. It is vital for the research that it is prepared for what themes need to be categorised. (Punch, 2014; Silverman, 2016)

A narrative data analysis can often be biased because it is under the researcher's ideal, and it is understanding of the observation. Hence, a narrative analysis likes to focus on a person's life history, but it also likes to analyse the data (Clandinin & Connelly, 2000). While analysing the data is essential to analyse the



language and body expression, the individual does during the interview. By analysing a narrative inquiry, it needs to be recorded and transcribed. Therefore, it needs its time and gains the correct transcription and coding section to have a proper narrative analysis. During the interview, there are plenty of keywords that are often repeating in the narrative interview that need to be categories. Hence, especially words that are related to the research, theory and research questions. In the result, it will show how the data analysis will be structured in the research. (Bryman, 2015, Silverman, 2016)

4.3 Ethical considerations

The subject of the thesis is fragile for the individual to tell biographical during the interview. Hence, it is essential that the participants know before they talk about the issue and that their identity is protected and the school they went to when they were children. Therefore, in the paper, it will change the person's name to protect them, and the school will also get covered. It is also crucial for the person to pause or end the interview because the subject is about children's racism in primary school and remembering traumas can be sensitive. That is why before the narrative interview begins, the persons know about the subject, and they know what rights they have as an ethical consideration (Bryman, 2016, Silverman, 2016).

The research is fieldwork in Sweden, which follows the Swedish law of ethical considerations and the restrictions laws during the current pandemic of 2020. That is one reason why the interviewers have chosen to do digital interviews digitals because of security. The research does not need ethical security because the researcher is from Sweden and the individuals who are getting narrative interviewed are already anonyms in the research. Hence it is vital to inform the security and the rights they have before the interview starts (Bryman,2015; Silverman, 2016).

During the narrative interview, it was noticed that some flashbacks memories came randomly, and some of the reflection became which in this position is essential to ask the person how they feel about the memory. Here ethical consideration needs to respect and value the personal feelings by listening or ask them to stop the interview (Bryman, 2016; Silverman, 2016). Thus, before the



interview, it is essential to tell them what rights they have and how much they want to talk about their experience and integration. That is why it was essential for the research that the person already knows that they are anonymous so it can be easier to talk about their experience and know they have the control if they want to end the interview (Bryman,2015).

The interviewers also have the right to read and critique the research if they feel something has been wrong in the research that is why the study will inform them how they will be used in the research. However, for a good reason, they are anonymous, there are no worries of getting negative criticism in the research world (Bryman,2015). Thus, they have the rights to read as any reader will do in the research. Nevertheless, they will get the first sample of research when it is done before anyone else.

4.4 Personal Experience

As a person that is a second-generation migrant, I need to mention this for the readers and the research. Hence, it can be biased during the interview because of self-experience. The only time I needed to be biased is when I noticed that the interview needed help with memories and could feel that they could talk to me on this matter. Which plenty of "white" researchers fail to consider on this matter. It is essential for me as a non-white person who has no western ethical background to let the reader know that I have written it and created the research. As a victim of racism as a child in primary school where the children and teachers were dominantly white and racist; most interview questions came from my experience. Therefore, it is essential for me that the significant part of the study is based which is explained in the data analysis. Thus, I have focused on not judging their point on view with a negative perspective. I instead chose to listen to them and put myself in the same position as them to show them respect and get as much information as possible.

However, it is also vital to not force them to tell everything. It is better to have a comfortable narrative rather than a negative narrative during the interview. The reason is I know how painful and sensitive it has been to be a victim of



structural racism. Hence, it is better than the reader knows that I am a second-generation migrant with a Latin background born and raised in Sweden in a white municipality. The positionality is vital to understand the social world rather than focus on my experience. There can be some relation to the experience and the effects. Nevertheless, it is essential also to understand their point of view and feelings on this sensitive subject. The question is based on the researcher's experience; it is also related to the theory and research question.

4.5 Limitations & Delimitations

All the interviews are in an application named Zoom, Instagram, Facebook and Skype. Hence, the individuals are between 20-25 years old because it is easier for them to know how it functions and how racism is in the modern era (Bryman, 2015; Silverman, 2016). Thus, to interview children and ask their experience on racism can be wrong because the child is not mature enough to understand what racism means, and it can be difficult for them to explain what racism is in an abstractly perspective (Bryman, 2015; Van Ausdale & Feagin, 2001). Hence, it is the reason why the research is interviewing individuals around the age of 20-25. Of Course, it would limit people that do not know how to handle modern technology. However, the study focuses on people between the ages of 20 and 25, which most of the age uses modern technology (Bryman, 2016). Furthermore, the research will only focus on people living in Sweden, which excludes other countries because the fieldwork focuses on people born and raised in Sweden.

The research will only interview people that have primarily gone to a primary school where the majority has white ethnicity. Thus, the people getting interviewed probably must reminisce about some trauma during the interview, which the person can take a pause or end the interview. The subject itself is sensitive and needs to take consideration of the individual's mental health. That is the reason why it is essential to prepare the interviewer of what the subject is specifically. It would be fragile for the research that needs to end the discussion because of the sensitivity, but it may also prove the study's path. As written, the consideration of the individuals getting an interview can be a sensitive subject. Thus, it is crucial to



consider that the survey does not interview children; instead, it interviews young adults. Hence, the work is about children's racism, and most of the research in the literature has only interviewed children.

Furthermore, the study focuses on the group second-generation migrants born in the country, but one parent or both have a migrant background. Thus, the research has excluded second-generation migrants that have only European backgrounds. Hence most of the European majority is dominated white ethnicity, but Roma people get treated racist in society, and other European groups also experience it. Thus, the ethical background of people who are getting narrative interviews is Latin American, African, Asian and Middle eastern.

5 Findings /Results

5.1 Relation to the themes

During the interviews and writing the transcription, the research has put the quotes in different themes that relate to them, and the themes relate to the case study'. It is also essential to mention that the result proves the interview outcome to support the analysis and the research question. Most of them are from different parts of Sweden. They are also from a different ethnical background such as Latin America, Asia, Middle East, and Africa. As written in the ethical consideration, it is important not to judge the person's experience and perspective. Hence, this is the result of the assignment, and it is essential to understand and not criticise it in the wrong way. The result will be argued and analysed after the presentation of the result.

5.2 Gender Differences on racist experience

It is crucial to bring to the subject of the differences when it comes to gender inequality. Hence, during the narrative semi-structured interview, the researcher interviewed four males and five females. It was a more informative and thoughtful conversation with the females rather than the men. Thus, 2 of the males did not experience racism between the earlier age in primary school; it came during



elementary school years. Hence, one of these two males mentioned that he went into a multicultural school in elementary where segregation was visual in a bigger picture; it is exciting research to do but not related to this thesis. The research females were more micro than macro on their information. The reason can be because of norms and culture, but they gave minor and significant information on the subject than the male persons did. Thus, the males also gave an interesting perspective on their experience. Hence only two of the males did not experienced racism in a white-dominant school when they went to primary school. Therefore, the other males will have another section because they had a different experience earlier in a white-dominant primary school.

Furthermore, most of the study females talked about seeing the men with the same background as them on how they were treated racist by the school as noticed most females did not always respond with violence. It was the male in their school that did it. Both participants said that the boys in their class or siblings responded with violence to protect themselves or responded with violence because they got too annoyed by the racist slur's words.

They called my brother and his friends for redskins or the n-word so much that they started a fight which they lost because the other children were older. Also, that it influenced the younger kids in my class which also called me these names. But my brother and his friend got my back when it was a fight against those racist children (Interview, Person 9, 2020)

Dress Codes were more important for females than males when there were children. As a notice, no of the males talked about clothes as most female participants did. One participant wanted to have her hair like the white girls in her school because of being a part of the "popular girls" in school. Some also argued that they wanted to be blonde and white because the boys in their class were only were interested in the white's girls and not the non-whites.



5.3 Racism & Racial Prejudice

As proven in the interview, there has been a form of structural racism in school. Racism has been in society for a long time but especially in western countries such as Sweden. Most of the research interviews have experienced something that is called Swedish 2 classes, which is one of the first experiences of racism, a second-generation migrant experience. Hence, here starts most of the name-calling, we and them experiences, and violence. Thus, it is not as much violence the participant have experience, but other with the same background in their school experience a lot of racist violence.

One of my primary school friends told me that when I was eight years old, I am not like them, you are like us, which she meant that I was not a non-white person. That I acted white and it was right rather than a lousy non-white. That was one of my first experiences of racism from a friend (Interview Transcription, Person 2, 2020).

What Person 2 continued to explain was that her friend has already learned that white is not the same as a non-white, which is expected if the child's parents have a racist point of view or elder siblings. It was common for most white children in the dominant school to think in this perspective by most people the researcher interviewed. For the case by Person 2, it continues even in her adult life where she has difficulties with her childhood friends because of their image on people that are none-white. The majority she has cut off in her life, but few she keeps because of the friendship she has with them even if they have an opposing perspective of migrants.

Furthermore, most have encountered that their friends as children were also racist against them, affecting their lives later. Teacher and their students expressed themselves racist and xenophobic against them. One of the persons interviewed had experienced it by most of her school by teachers and students. The experience she had was sad, but today's issue was that the incident continued in work and university. Hence, another participant with the same experience said that it was not shocking for her that the experience continued later in her life, there are few people



in her university with the same ethnicity or other ethnicities than white in her work and university.

Yes, it was crazy, the children did not know that what they were saying was not okay, but they replicated their parents' words. I could not play with them, and they always wanted to teach me stuff that I already knew, such as Ludo. (Interview, Person 1, 2020).

The same experience has continued in the university, and nothing changed, I was not shocked by that, to be honest. (Interview, Person 2, 2020)

Most studies have proven that children learn to be racist by people they look up mostly to their parents and their environment. Name-calling is the usual verbal assault that the second-generation migrant faces in a white-dominant school. Which the result has also been noticed during the interviews. All the interviewers agree that this form of hate is learned not born with it. None of the participants believed that a child is born racist and xenophobic, but they are learned to be it.

I always needed to perform harder than the others in my class because I was afraid that they would treat me differently (Interview, Person 5, 2020).

I always and still till this day need to perform better than the white kids to have the same grades as them (Interview, Person 2, 2020).

I was afraid that if I did not perform better than all the white kids in my class, the teacher and student would mistreat me (Interview, Person 1, 2020).

Even if they could speak and write proper Swedish, had good grades and were not a troublesome person in school. They still behaved not as equals as the white children in their primary school. The interview result proves that there is some form of inequality in the school system in dominant white education. The young adults were “handicap” because of the racist system in school. Most of them had to study harder



than white children to get a good grade, which created early stress and rugged school performance.

5.4 Integration & Segregation

Integration is an essential factor to join a society (Castles, Haas & Miller, 2014). Most second-generation migrants have Swedish citizenship thus does not mean it is easier for them to integrate with the Swedish society. All groups have some form of integration, but some are xenophobic against some groups and racist. Integration is an essential part of belonging to society in a country. Hence, understand the norms, culture, tradition, laws and rights (Castles, Haas & Miller, 2014). As noticed, most of the interviewees had difficulties knowing what group they belong to; it sounded that most of them had twin crises as in an earlier age. Hence, it was also challenging to be themselves in an earlier age, it was to choose to be white or non-white, and it came with many sacrifices to make these two decisions. Therefore, the second-generation migrant in a white-dominant school experience integration in a xenophobic and racist. For the second generation migrants in the interview the majority of them has been stable in categories their whole life if they are with the community of their parents' home country most of them see them as a white person but if they go to a white community most of them will see them as a non-white person.

Furthermore, segregation is a part of structural racism, but it is proven more when a child is put in a position where it can do nothing and are born into it makes them harder to integrate. Often many migrants are put in segregation with other migrants, and it is difficult to leave this comfortable because it is easier to be around people with the same background as the individual itself. Thus, in the research, as noticed in the interview, it has been difficult for most of the second-generation migrants to integrate because they mostly got segregated when they were in primary school. The first segregation they experienced was that most interviewees needed to do a Swedish 2 test even if they could speak and write proper Swedish in their class and had the highest scores. Hence, they were forced to do the Swedish 2



tests, but even if they passed, they were forced into the classes until the Swedish two-class teacher accepted that they could Swedish. Thus, most of them did not understand why; they noticed early on that the class was for people who were not raised into a Swedish school system. Which was shameful for them because of the effect of it the classmates started to see them as the one who needs help in Swedish and cannot talk proper Swedish.

They did not like me in school because I had a Stockholm accent, and I was an immigrant. They always ask me questions like can you even speak formal Swedish? Do you need a mirror to help you read backwards in Swedish? And I was like, what do you mean? Of Course, I can be born and raised here in Sweden, and my parents are fluent in Swedish (Interview, Person 1, 2020).

The interviewees are often put in a position where they need to act in a certain way to be one with the group, which is typical. The first segregation they experienced in a white-dominant school was Swedish 2 (Svenska 2), a system built for migrants who have difficulties in Swedish. Not all the interviewees did experience it, but the majority did. They did not quite understand why they were forced into Swedish 2, because they have talked Swedish their whole lives; thus, as research has noticed the result needed to bring the issue up. Hence, most of the interviewed persons were ashamed because they were forced into something they already could, which led to a shame. After all, the other white kids looked at them differently, which caused negative consequences from every school side. Therefore, integration becomes more difficult for them because they were already as stable as the other children.

You had two choices if you had an immigrant background to be chaos in school or act as a white person to succeed in school. This kind of choice made me sad, but I was forced into it. I did not have a choice, and it made me sad because I could not be myself. I was not too fond of the school (Interview transcription, Person 9, 2020).



Interviewer 9 said something that most of the interviewers also noted as a second-generation migrant. In this definition, Chaos is explained as one person who is not proper in the school system, fails all classes, starts fights in school and is difficult to control. As Person 9 argued also, the most immigrant and second-generation migrants were in the same category. Always in smaller classes and always criticise the teacher because they did already have their stereotypes in mind. Most of the interviewers have seen or experienced it; work harder in school to be accepted by the teachers and students or to be an outsider which they would be either way. Thus, an exciting fact that the children with a Swedish name had it more comfortable integrating into primary school even if they had another ethnicity. Most children who do not have that background had it more difficult to integrate into primary school.

I do not want to remember my school year in that white school because it has traumatized my life and it has affected me for many years (Interview, Person 2, 2020)

Most of the participants who experience more challenging racism in school do not want to remember their racism experience. It is a traumatic situation, and it influences people in their life. Most of the interviewers had a sad face when they thought of the racist experience in primary school. Some went to psychology because of it, some have just projected these memories and moved on with their life. Thus, the majority agreed that it affected their lives, and the majority had difficulties trusting people because of this experience.

I was not accepted as a Latino/Latina because I was too white for them, but the white community did not take me because I was black (Interviewer, Person 5,2020).

Even if the children tried to be one with the Swedish society, it was difficult for them to be a part of a group. Both sides from the non-white and white society



excluded them because they were in the middle of both worlds. As Person 5 tells, it is not simple for a second-generation migrant to be a part of an ethnical group because both sides would treat them the same way according to the participant. It resulted that the second-generation migrant was segregated from both non-white and white groups in their life's.

I was acting like my friends who wore white to fit in and the result of it, them and I bullied a kid with the same background as me. A black child from Nigeria had difficulties with the Swedish language, and we bullied him because of it. (Interviewer, Person 4, 2020)

In this case, Person 4 had a Swedish after name and a typical Swedish name also. It made it easier for him with the integration part of a Primary school. Thus, he has never had an issue to get friends in his life, so it could also be a factor. However, he admitted to having to be mean to have the same ethnicity as him. Hence, he believes it was because his friends would treat him the same way if he protected the child from Nigeria and that is why he feels lots of shame today because this situation would never happen again. However, most of the participants acted white because of self-protection of not being further bullied in school.

5.5 The effects of racism of primary school

While listening to their narrative and asking what they reflected on how it had affected them; most of them answered that they did not want to remember the experience again and hated their school experience when they were children. Most participants learned about racism later in life, and it explained why they felt depressed, stressed, and experienced much trauma. Hence, not all the participants that have felt this effect, but the majority have. Therefore, it is essential to show the effects on racism experience when integrated into Swedish society.



It was difficult for me to integrate as a child, and it has affected me as an adult that my children do not have the same issues as I had as a child. I needed to go to psychology with the same background because white psychology did not understand the struggle as me, and I could notice that it was difficult for them to help me until I got someone with the same background and help me understand the issue in my life (Interview, Person 5, 2020).

Most of the interview has gotten sad with the experience of racism in primary school. To remember, it has been not easy because they do not remember so much. Thus, during the interview, much information came during the primary school years.

The academic world has a massive issue with the subject of racism. Most of the researchers are white, but more people like me than before doing this kind of research which is good for the academic world (Interview, Person 8,2020).

Furthermore, most participants agreed that there is a difference between when a white person researches racism against migrants. It is better for most of the participants than a person with a migrant background to do the research. Most participants think people with the same background should write on this issue rather than people who cannot experience it. Many participants argue that there is a power structure when it comes to racism. The white is at the highest in the “privileged pyramid”, and the non-white goes under them.

It is difficult to belong somewhere because of the identity crisis (Interview, Person 5, 2020).

Most participants had said or mentioned identity crises because it has been difficult for them to belong in a group of whites or non-white. The identical crisis has been most of the participants a severe issue in their lives. Hence, most of them could not indeed be themselves. The participant also argued that most of their white friends see



them as white because they do not act like the non-whites, which has just accepted it and others have argued that it is wrong to say so in that perspective.

5.6 An interesting finding

It was two persons (Person 3 and Person 8) during the research interview in schools that were smaller and prominent white schools thus because it was a small school and easier integration because more teachers were involved. During the interviews, the researchers noticed that the smaller school where the teacher and student were more integrated than segregated. Hence, the person's racism and xenophobia came later in their lives than it came for most of the people interviewed. It is an exciting factor because it can prove that when a system is built on focus, grouping people rather than people learning to integrate rather than separate. The exciting factor but sadly is that they experience racism during their teenage years in school.

I went to a school that was bigger and had more students. It was then I heard for the first time the n-word during a bandy game during the gym class. I did not react, it was my friend responded and told me, what the person said was wrong, and then I responded afterwards (Interview, Person 3, 2020).

Furthermore, as mentioned earlier in this section, both participants had not experienced racism in primary school but did it at the end of elementary school. Thus, one of them argued (Person 3) that he did not believe that people were racist, that they were more xenophobic but could argue that they could say some racist slurs. Hence, the participant knows that there is racism in Sweden, but where he came from, he felt that people were more xenophobic than racist. He also argued that Sweden did not experience such a multicultural society and that the racist conflict will end when people recognize each other and understand one another.

Moreover, Person 8's experience on racism came in when he changed school closer to home. He started there in fifth grade, and he explained that it was more segregated than the first school he went. Hence more people were in groups, and the



groups needed the same background to hang. Interestingly, he was an outsider from his parent's community, not by the elders but by the people who were the same age as him. It was essential for the elders to recognize and understand the Swedish culture, but the youth taught differently than the elders. Most of the other participants felt the same way as person 8, where identity crises are an issue in their lives.

6 Analysis & Discussion

This section will analyse and discuss in-depth on the result that the research got from the participant. It will begin with the Analysis then enter the discussion, which will have it on the little section in this thesis.

6.1 Analysis

6.1.1.1 Racist experience in white dominant primary school

As a result, it has proven that most of the participants have experienced racism in primary school, which most of the literature has done. One of the exciting things was that the teacher would also act as racist against them, but not so shocking for the researcher and the participant. Hence, the primary school teacher starts to be racist against the second-generation migrant participant before the children in this case. During the interview, most of them mentioned a trauma when the teacher said something racist to them or others with the same background. One of the participants said that one time "a teacher told a student that he was a wog when we went in primary school" (Interview, Person 4, 2020), the other participant said that the teacher commented on her look like she was exoticized her unconsciously, "teachers and student used to comment my looks because of my ethnicity" (Interview, Person 7, 2020).

Nevertheless, this is a regular comment from both the teachers and the white student in school. The issue is that the second-generation migrants have gotten racist name-called from teachers and student, which creates inequality in



their school experience. In the literature review, both articles argue that name-calling is regular because of their ethnicity (Kenny & Macneela, 2009; Darmody, Byrne & McGinnity, 2012). Hence, the authority discriminates the unprivileged it easier for the privileged group to discriminate the minorities (Blue Eyed, 1996). What has happened to the participant is what Blue Eyed movie and the killing fields of inequality argue when it is a structuralised racism (Blue Eyed, 1996; Therborn, 2013).

Furthermore, the Swedish 2 issue in school; it is a good class when a migrant recently has come to Sweden. Thus, putting children born and raised in Sweden in a class where limits their human capital/knowledge makes it difficult for them to progress in the education system. Hence, in Darmody, Byrne & McGinnity, a study of secondary school in Ireland on racism against migrants; some migrants that could English and come were forced to go with classes with migrants that could not English. It was embracing for them, but they complained a lot to the teachers and finally got the chance to go to the advance classes. It was the same case when the research did the interviews, and the second-generation migrants needed to complain many times to the teacher to go in an advance class because they already can. Thus, the second-generation migrant participant can read, talk and write in Swedish without a problem. However, some participants had a Swedish name, which made them privileged to not have Swedish 2 as the participant who was forced to have it.

6.1.1.2 The effects of racism in primary school

Most of them do not want to remember the experience of racism or just accepted that this is how it is in this society. Jane Elliot experiment at close to the end in the movie the minorities explain to them that experience is a part of their daily life and is scary, but they are used to it (Blue-Eyed, 1996). Vital Inequality which explains the mental illness in an unequal society (Therborn, 2013). A factor for most second-generation migrants lots because they needed to perform better than the whites in their class. Hence, they were



often sad in school because of racist bullies and how the teachers mistreated them. Therefore, Existential Inequality argues that if there is a racial issue in a society, the minority will get the most affected (Therborn, 2013). Here is what happens the structural racism and society racism affected the mental health of the children. Jane often argues that people get depressed when they get oppressed by the privilege group and authority, the white children and teachers.

Furthermore, as the literature has, the teacher can affect the students in their experience in school. Some of the children in *Naming the other* article knows that racism is wrong but knows that the teachers do not take it seriously. For instance, one kind got tired of the elder children in school, calling him the n-word, so a fight started. Instead of asking him what happened, he was the issue according to the teacher, and she did not believe in him when the child said the white children were racist against him (Kenny & Macneela, 2009). One of the participants said that there is much violence in him because of the children he needed to fight because of the racist slurs they said to him, and in the example, the teacher o takes it seriously. Thus, the effect of such mush violence made him sad to think and reflect on. During the interview, it was seen that there is much trauma in his memories because of the racist experience.

The effects also have been with integration because they needed to try hard to be a part of the white groups in primary school, they needed to act like them, but racism was still in the school sphere. Thus, it affected their ethnicity community which excluded them from being too white for the community. Thus, the young adults reacted this way, not their parents or the elders in the community. It may be a form of segregation itself because the second-generation migrant is forced themselves to be something that they are not because they are learned to do so.

Blue Eyed argues that it is not always the authority with the power of racial prejudice, but the majority group also have control of that (Blue-



Eyed, 1996). Hence, it has happened in primary schools and has caused an effect to choose sides, but the person does not belong in a group.

I was not accepted as a Latino/Latina because I was too white for them, but the white community did not take me because I was black (Interviewer, Person 5,2020).

The quote is used again to prove what it is written earlier. It is interesting, but sadly, a second-generation migrant need to choose what side of a race they need to choose almost. Thus, as the participant said during the interview, she will be categorized on her skin colour or how she acts.

6.1.1.3 Antipathy

There is a form of antipathy against the white society and understanding why the children were acting racist. Thus, there is no excuse what effect the racist experience has done to most of the participant. Hence, it has created a robust identical conflict for the individual that the research has interviewed. The reason can also be that their ethnic community had as the white community segregated them to be apart from their groups. Therefore, the identical conflict became an issue for many of the participant. Even if both communities separated themselves against them, it is still more antipathy against the Swedish white community. In one of the researches by Kenny & Macneela, found out most of the children already creates an intolerance against the white groups (Kenny & Macneela,20). Hence, because the whites are saying slurs words that hurt and when the child knows the meaning of the name-calling slurs, it negatively affects them. Therefore, it creates some form of antipathy against the white privileged society. It is also important to mention that not the person the dislikes are the persons privilege the whites have in society, especially in Sweden.

Moreover, what the research means by antipathy is not hating on something but rather dislikes something that they have experience and affected them. As noticed in this paper, the migrants want to integrate, but society and the



system make it difficult. The first time they experience racism in school was when they were sent to Swedish 2 (Svenska 2) for a Swedish class for immigrant. As a result, most of them passed all the Swedish test, but the schoolteachers still put them in the Swedish 2 class with the migrants. The teacher purposely put them there even if they had good grades in the Swedish classes. That was most authorities in an inequality society does (Blue Eyed, 1996).

However, existential inequality argues that it is unexpected if the authority has built a system where they segregate minorities in a system and society with a racial issue (Therborn, 2013). In this case, Swedish 2 is a form of segregation in the school system. Hence, how the second-generation migrant got mistreated in the white-dominant school has created this antipathy. It is not most participants with this antipathy, but it is needed to bring up for the research.

6.2 Discussion

To answer the question from an analytical perspective, what has been proven in the research, is going to be discussed in this section. Two of the interviewees did not feel like they had experienced racism in life but rather had experienced it later in life. Some protected themselves by acting white, which is a form of protection not racist against, but the children and teachers forced them into this self-protection. First and most, there is some form of antipathy against the white Swedish society. Hence, they try to forget what has happened in the past and want to move with their lives. A reminder is that no child is born into this world as a racist human being, through a social psychological perspective would argue that they are taught to be racist (Van Ausdale & Feagin, 2001). Hence, Jane Elliot argues that if someone is taught to hate, it can learn how not to hate (Blue Eyed, 1996).

According to the Elliot Jane experiment, a person gets so traumatised by getting racial prejudice that they try to do their best not to get discriminated against by the elite and privileged (Blue Eyes, 1996). Many did in this case study, and they needed to act white because to protect themselves and feared to be treated as an outsider because it leads to something negative. For instance, it was noticed that



if the child did not perform well or was not acting white, it could face consequences of racial slurs. As a notice, one of the interviewers said two black girls in her school were forced to be friends because they were black. Nevertheless, Kenny & Macneela, the article on migrants in white-dominant schools was almost the same where the children with a different ethnicity than white were forced to be with another migrant because of their race. Hence, it created segregation in the school for the migrants, and precisely what happens in most persons during the interview.

Göran Thernborg argues that the privileged race would not face any segregation because of their privilege (Therborn, 2013). Sweden, a known democratic country, has its flaws in racism and segregation (Ericsson, 2016). Many of the second-generation migrants faced something that they were not prepared for and not even their parents knew they would have the same experience. Most of them did not understand why they were treated differently than the rest of the class. Swedish 2 (Svenska 2) were forced to go even if they did not have difficulties in the Swedish language. However, those with Swedish names did not face the structural racism of Swedish 2. It can be because of their names that did not face, but it can be plenty of other reasons.

The Swedish system has a different racist inequality than other countries. Until the year 2020, more people have talked about this issue more than before (Interview, Person 7, 2020). Segregation in Sweden is growing, and more second- and third-generation migrant will face the issue that the participant has faced. Thus, two participants were raised in a white society and went to a school dominantly white; did not experience racism when they went there, and it is an important fact to write that not every white-dominant primary school is racist. Hence some white-dominant schools are excellent and anti-racist. The two-participant said there were no ethical issues in primary school until they went to another to see the segregated school in a realistic perspective. One of them said it felt like a family to go there, that all were united and integrated into this white dominant primary school. The research needs to bring this factor up because it was an exciting finding in the result. It gave the research something to discuss. Therefore, it is essential to write about the subject that the two-participant brought up during the interview. Thus, sadly they faced also racism and xenophobia some years after primary school.



The identity crisis was one of the words that came up often in all interviews. Thus, this research has identity crises where the second-generation migrant was both excluded as non-white and white. Hence, because how they integrated with a white society it can have its negative consequences which happened in this case. The reason is that when they have integrated into white-dominant primary schools, it will implement norms and culture. Hence, often in a segregated community is almost like a white community, both having antipathy against one another, which may also be called racial prejudice. Most of them are taught to have a prejudice against one another. Nobody is born to antipathy someone, but they are thought to antipathy when they were children (Blue Eyed, 1996), and this was something most participants discussed and agreed on.

Furthermore, both literature case study is from Ireland, and it is noticed that children migrant from a country that speaks proper English, was still sent to classes where people could not talk English (Kenny & Macneela, 2009; Darmody, Byrne & McGinnity, 2012). As written before the same case was for the participant but in Sweden. Most of them got mad that the memory came up during the narrative, and it is Swedish 2. As the literature review, the children did not understand why they needed to go to a class where they already can the language as their white classmates. As identity crisis, Swedish 2 was one of the most significant structural racism factors that the second-generation migrants faced.

Most participants argued that it needed more people with the same ethnicity and background in the academic world. That there is an issue that white ethnicities write about a subject that they cannot experience, it has been only few researches has been excellent and inspirational, for instance, Jane Elliot's experiment. Thus, it is not like they wanted white people to stop writing this subject but understand it as Jane Elliot does. Person 1 was researching how it feels like to be the only coloured in her job felt. The researcher was white, and the interview was not in a comfortable, "She put me in a difficult position because I thought I would lose my job" (Interview, Person 7, 2020). What that researcher did not do is that the ethical consideration is not healthy and that she did not understand what position she put the participant in this situation. Thus, it can be plenty of other issues, but it is a common issue according to the participant that what a white researcher does.



The research issue is that it could not use Göran Therborn theory on inequality entirely, but it is not essential to prove the theory's issue because of the method chosen in the research and the reality of the result. Thus, Jan Elliot's experiment was perfectly suitable for the research and what it wanted to accomplish. The same goes for the literature reviews where there was some relevance with one another. Hence, the analysis had already explained the research questions in-depth, and the result proved the reality of the research.

7 Conclusion

The thesis's result can be explained as racism is still the most potent issue in Sweden regarding racial inequalities. Most participants are powerfully presented in the result and shared their experience in their perceptions and feelings. Hence, yes racism in a white-dominant school has affected them now that they are young adults, and of course, it has created an antipathy against the white privilege system in Sweden. The horrible is that they have experienced racism in primary school. Thus, it was the only one that faced racist violence in school, and most participants saw other children face it, but themselves did not face it as that participant or the other children with a second-generation migrant background.

Furthermore, the result showed that it could answer the research question and find other reality in its findings. The two participants that do not experience racism in primary school were and the exciting fact that was discussed in the analysis and discussion section. Hence, most of them that did experience had different "levels" of the experience. However, most of them could be related to one another. Thus, there were differences with second-generation migrant that has a Swedish name than the foreign name. Those who had Swedish name would not experience Swedish two classes but did with a foreign name faced the Swedish two classes, which was outraged for many of them.

Moreover, the theory and experiment used in the research as an analytical explanation of the issue. Hence, the experiment was more suitable than the



theory. First, the experiment was more suitable for a micro-level of study than the theory. However, the theory could help the research explain the issue with racist experience in a white-dominant school. Racial prejudice, which the experiment narrative is about, also explained racism when the authority and majority discriminate the minorities. Hence, the research also used the theory to explain the inequalities in the school. Therefore, it could theoretically explain why the second-generation migrants got mistreated in school.

The purpose of the research future, well, the goal is that more people with the same migrant background should write about these kinds of subject. That is one of the factors why it was written at the beginning. I am glad that the research result even if it has been difficult to listen to all narratives, was a form of relaxation for me while I did this research. The fun part of the research was to interview all the participant because it formed a different path and conclusion. There is some recommendation the research wants the reader to do after reading this paper. Watch the movie Blue Eyed which films the experiment that Jane Elliot created. (Blue Eyed, 1996). The film explains why we have this form of issue with racism today in the white privileged society. Before ending this conclusion, I want to thank all the readers who have read some part of my research or the whole research itself, thank you!



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Appendix 1

The interview had only three questions which were written in a paper. Thus, the question was in Swedish, and it is critical to translate in English; the question did not always sound so robotic in every interview. Therefore, the question was always said in different ways.

Firstly: Tell me about yourself. Where are you from? How old are you? Your name? Future? Family?

Secondly: Tell me about your experience in school? Start from primary school. Was it boring, or was it good?

Thirdly: Before we end this narrative interview. Is there something you like to question me about?