



**SERVES YOU
RIGHT!**



**A BOOK ABOUT YOUR RIGHT
TO NOT BE DISCRIMINATED AGAINST**

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During the project, 20 pilot workshops were held in Skåne with students and activists aged 11-18. These workshops, as well as anonymous conversations and meetings with youth on matters relating to discrimination, are the basis for the content of the book.

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**Malmö
mot
Diskriminering**

About the Book

This book is for You. It is your human right to not be discriminated against. The purpose of this book is to teach you how the Discrimination Act protects you.

We who have written the book work at the organization Malmö mot Diskriminering, MmD.

This book was made possible through meetings and discussions with students and activists in Skåne – without your thoughts and ideas this book had not come to be.



THANK YOU!

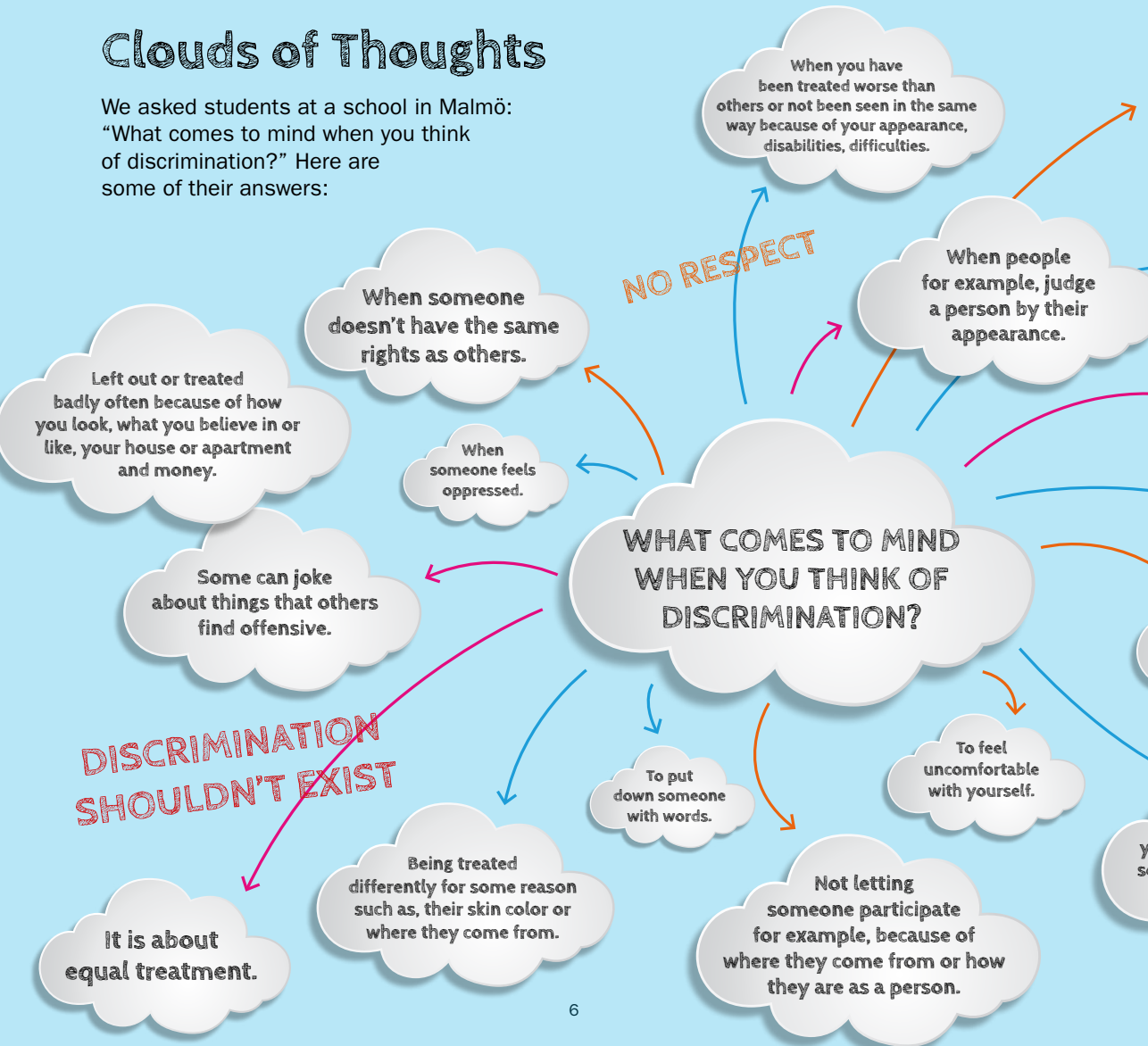
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Clouds of Thoughts

We asked students at a school in Malmö:
“What comes to mind when you think
of discrimination?” Here are
some of their answers:



You can be discriminated against because of appearance, opinions or diagnoses etc.

You feel left out.

Everything that makes a person feel bad, ugly or inferior.

To be sexually harassed.

Being mean to someone because of their gender, ethnicity or sexual orientation.

CYBER-BULLYING

Degrading treatment, alienation, injustice.

To feel degraded, unsafe and treated badly!

For example, "You can't be with us because you're in a wheelchair". Or when someone makes mean or maybe racist remarks about your appearance.

When you make someone feel ashamed of them self, or make someone feel bad.

The thoughts in the clouds are about being degraded, judged and put down. They are about injustice. That some people don't have the same rights as others because of religion and belief systems, disabilities, special needs and diagnoses, gender, skin color, where you come from and your sexual orientation.

Almost all of the examples in the clouds are about things that are related to your personality and your body. Things that are impossible or difficult to have control over.

The clouds also describe how it feels to be a victim. That it hurts to not be seen in the same way as others. That it can make you feel ashamed, wrong and unsafe.

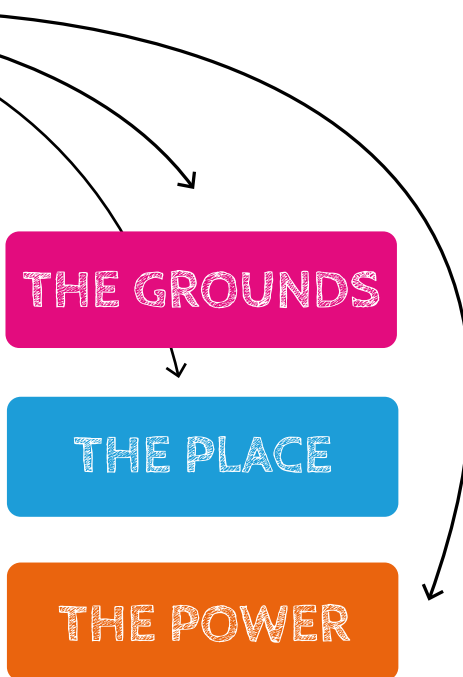
We are all responsible for taking care of each other. But in certain parts of society some have a greater responsibility than others. The law that we will discuss in this book – the Discrimination Act – is a law that prohibits discrimination in those places. It exists to protect you against the kind of injustice that the students described in the clouds. But anti-discrimination legislation can be tricky. That's why we're here, to explain how it works. We will also get into some other laws that can be helpful when the Discrimination Act isn't enough.

Discrimination According to the Law

When does unequal treatment count as discrimination? These questions can help you find the answer.

1. Was the unfair treatment connected to any of the grounds of discrimination?
 2. Were you treated unfairly in a place that is protected by the Discrimination Act?
 3. Were you treated unfairly by the person in charge of the place?
- Or did you not get support from the person in charge when you were treated unfairly?

If the answer to all the questions is yes then it's likely that you have been discriminated against by legal definition. Now we will explain each of the concepts the grounds, the place and the power one at a time.



The Grounds

WAS THE UNFAIR TREATMENT CONNECTED TO ANY OF THE GROUNDS OF DISCRIMINATION?

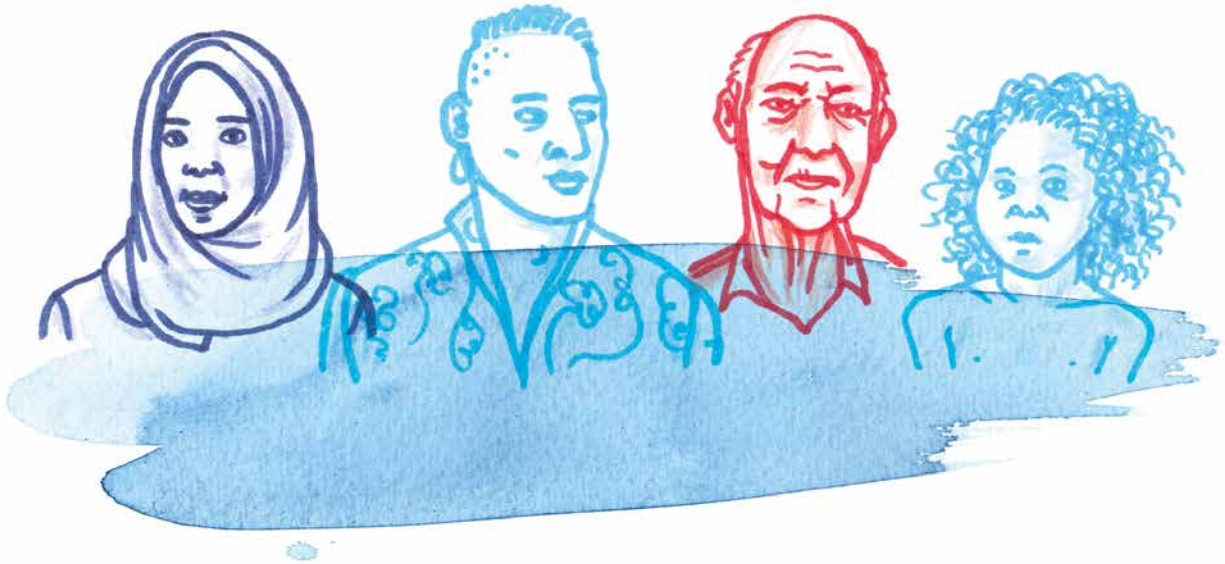
There are seven grounds of discrimination in the Discrimination Act. This means that in order for something to “count” as discrimination by legal definition, the degrading treatment must relate to one of the seven grounds of discrimination.

Five grounds of discrimination were identified in the clouds of thoughts of the students: **gender, religion, ethnicity, sexual orientation** and **disability**.

Two grounds are missing in the clouds: **age** and **transgender identity or expression**.

The fact that these seven grounds of discrimination are protected by law is no coincidence. Current and historical injustices in society have made it so – and behind every ground there is a struggle for human rights.

In the chapter Norms and Grounds, we will explain each of the grounds and provide some history insights alongside them.



The Place

WERE YOU TREATED UNFAIRLY IN A PLACE THAT IS PROTECTED BY THE DISCRIMINATION ACT?

The Discrimination Act applies to e.g. schools, hospitals and social services.

The act protects you from degrading treatment when looking for a place to live, applying for a job, buying groceries, when you need medication because of illness or when you want to get a haircut at a hair dresser. The places and organizations where people are protected by the Discrimination Act are referred to as areas in society.

Some of the places are described in greater detail in the True Stories, others you can read about in the chapter "*Places Where the Law Must be Followed*".



The Power

WERE YOU TREATED UNFAIRLY BY THE PERSON IN CHARGE? OR DID YOU NOT GET SUPPORT FROM THE PERSON IN CHARGE WHEN YOU WERE TREATED UNFAIRLY?

According to the law the only person who can discriminate is the one with power to make decisions for others. So, who's got the power?



In a store the staff is in charge of what happens and they can for example choose who they let in. If the staff treats customers unfairly based on any of the grounds of

discrimination, it counts as discrimination. Customers are not in charge of what happens in the store – so it is not discrimination in a legal sense if a customer acts unfairly or is mean to someone on the staff.

What about in school, who's got the power then? School staff are in charge of making decisions for students. The teachers give students grades that are required for furthered studies. The janitor, school nurse, counselor, cafeteria staff and principal also have a right to decide certain things that may affect you as a student. Therefore, the school, through its employees, is in charge according to the Discrimination Act.

This means that students can't discriminate by definition. But if students treat other students unfairly the school has a major responsibility to resolve it.

Forms of Discrimination

The law defines many different forms of discrimination. They are called:

- DIRECT DISCRIMINATION
- INDIRECT DISCRIMINATION
- INADEQUATE ACCESSIBILITY
- HARASSMENT
- SEXUAL HARASSMENT
- INSTRUCTION TO DISCRIMINATE

The last one, instruction to discriminate, means that the person in charge is guilty of discrimination if they instruct someone else to discriminate. For example, if a boss tells an employee to act in a discriminatory manner.

You can read about the first four forms of discrimination in "*True Stories*" from page 31 onwards. But we want to explain harassment a little closer below. The Discrimination Act views **harassment** and **sexual harassment** as two separate forms of discrimination.

HARASSMENT

Harassment is shoving, gesticulating, name-calling, dirty looks, sighs, mocking laughter, threats or degrading pictures and messages on social media that relate to any of the seven grounds of discrimination.

- The law requires that the person who is harassing someone understands that their treatment of that person isn't welcomed. If you are feeling victimized one way is speaking up on the spot: This could be by saying "I don't like what you are doing, stop it!". Walking away or being sad can also be a way to show how you feel. You can also ask another person to speak up on your behalf and tell the person harassing you that you don't like what they are doing to you. If the person continues to treat you in the same way after you have told them that their behavior is not welcome, that means they are harassing you.
- If what happens to you is extreme, such as someone spitting on you and using derogatory expressions that are obvious, one can assume that the person harassing is aware of their behavior. Then it is considered to be harassment right away.

SEXUAL HARASSMENT

Sexual harassment is all kinds of harassment towards a person that are of a sexual nature. Examples are if someone gropes you, jokes about sex or your body, shouts something sexual or sends you a sexual picture.

Sexual harassment is different from the other forms of discrimination in that it doesn't require a connection with a ground of discrimination in order to pass as discrimination.

- When a person continues their advances after you have shown that it is not welcomed, it is considered to be sexual harassment.
It is not prohibited to "hit on" or show that you are interested in someone. But if the person keeps acting in the same way after they have understood that it is not welcome, then it is considered to be sexual harassment.
- If someone touches you in a sexual way, for example touches you in between your legs against your will or tries to kiss you against your will, it is immediately considered to be sexual harassment.

Note! Sexual harassment can, in addition to being harassment, be a crime that should be reported to the police. Confide in an adult you trust, to get advice about what to do.

Can You Go to Jail for Discriminating?

You can go to jail for committing a crime. Crimes of all different kinds should be reported to the police. But discrimination, in the Discrimination Act, is not a crime as such.

So, can you go to jail for discriminating? No, but you can be fined. It is called compensation for discrimination.

Compensation often ranges between 10 000 and 100 000 SEK. The amount depends on what has happened, that is to say how serious it is, and if it has happened once or on multiple occasions.

If an employee of a store has discriminated against a customer, it is the company who owns the store who must pay the compensation to the customer.

If a teacher has discriminated against a student, it is the head of the school who must pay the compensation to the student.

Consequently, it is never the teacher at the school or the employee at the store who pays the compensation for discrimination. They may lose their job. But that depends on how head of the school or the owner views what has happened.

HEAD OF THE SCHOOL = the owner and the one who is ultimately responsible. For a public school it is the municipality and for a private school it is a company that is the head of the school.

Schools Have a Major Responsibility

"The teachers make the rules for us, so they should follow the rules that apply to them!" [Quote from a student]

If you are a student the school is your workplace. It is your RIGHT to feel safe in school and not be subjected to degrading treatment. Your protection against violation is therefore greater at school than at other places. The school must for example stop all degrading treatment and ensure that it doesn't happen again. That responsibility exists regardless if the degrading treatment is connected to any of the seven grounds of discrimination or if they are related to something else, such as body size, social or financial position. This is because the school is accountable not only to the Discrimination Act but also the Education Act. Which states that schools are responsible for putting a stop to all types of degrading treatment.

DEGRADING TREATMENT

Degrading treatment includes spreading rumors, describing someone by using mean words, teasing, laughing at or attacking someone physically by shoving or hitting them. It can happen on a single

occasion or happen often and continue for an extended period of time.

HARASSMENTS BETWEEN STUDENTS

As we explained earlier, students can't discriminate against each other according to the law. So even if a student has harassed another student they can't be held accountable for it according to the Discrimination Act.

It is always the responsibility of the school to put an end to all degrading treatment. This applies regardless if it is a student or a teacher who commits the degrading treatment. If the measures taken by the school aren't enough to put an end to and resolve harassments between students, the school can be held accountable.

But in order for the school to be held responsible, the school must be aware of the incident. If no one reports it, and if the school doesn't find out in some other way, the responsibility doesn't apply.

SO WHAT SHOULD SCHOOLS DO?

When someone on the school staff finds out that you have been the victim of harassment the school is immediately – according to the law – responsible to investigate and put in measures to stop the harassment.

In other words, if you tell someone, anyone who works at school, that you are being subjected to harassment this must happen:

INVESTIGATION

- The school must find out what has happened and who has harassed you!
- If someone has been pointed out then the school should of course speak to them. If the accused person claims to be innocent then the school must speak to more people.

MEASURES

- When the school has completed an investigation, it must take measures to stop the harassment.
- There are no exact rules for what schools should do in order to put an end to the harassment. But schools must do everything in their power to ensure that it doesn't happen again.

Examples of measures:

- Have more meetings with students and/or their parents
- Hire more staff to keep an eye on the students during recess
- Ensure that the person who harasses others gets help from a counselor or therapist
- If it is very serious, suspending a student who continues to harass another student may be an option

DISCRIMINATED AFTER SCHOOL HOURS?

If the discrimination happens during or after school hours actually doesn't matter

as long as there is a clear connection to school.

An obvious connection can be that it happened during a school trip or on the way to school. But even if the harassment happened at a private party the school can be responsible for taking measures, so long as the harassment takes place between students who go to the same school. Since these incidents will affect you at school no matter where they happened, the school is responsible to do something about it, regardless.

IMPORTANT!

Tell teachers and your principal if students harass you after school hours. Remember, the school is only responsible for doing something about it once it knows what has happened.

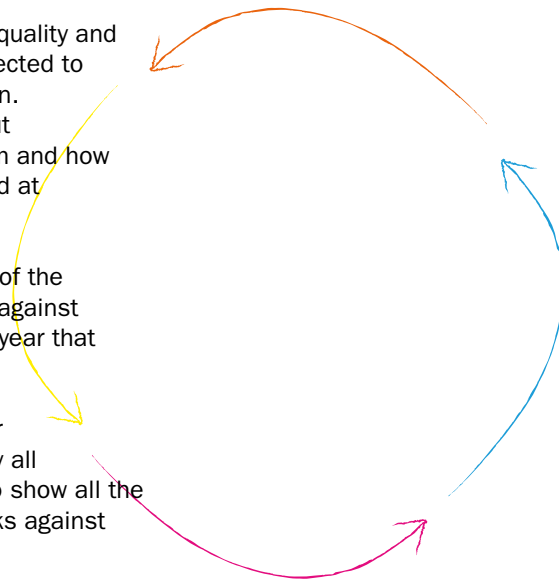
MORE THAN JUST A BAN!

Not only is it forbidden for schools to discriminate against students, but it is also the school's responsibility to promote the equal treatment of all students and to prevent discrimination. In the Discrimination Act this is known as active measures.

Schools must:

- Work together with students to shape the work together and to evaluate the activities at the end of the year.

- Consider all seven grounds of discrimination when evaluating the risk factors of discrimination.
 - It is good if all students are given the opportunity to participate in the work!
- Taking measures! The measures can differ depending on which problems exist at school. Two examples of measures are that all school staff should:
 - attend a course on equality and challenging norms connected to gender roles in education.
 - attend a course about Islamophobia and racism and how they can be counteracted at school.
- Document and keep track of the development of the work against discrimination during the year that has passed.
- Evaluate the work together with students – preferably all students – and be able to show all the ways that the school works against discrimination.



Norms & Grounds

The Discrimination Act includes seven grounds of discrimination. The seven grounds exist for the purpose of protecting groups in society that historically have been and currently are subjected to oppression from society. The grounds of discrimination are closely tied to norms. These are not just any norms, but norms that create inequality. We will examine the grounds of discrimination in alphabetical order. But first, what are norms?

Norms are socially constructed rules and models for how we “should” be and behave. They haven’t been written down in any books of law, but they are noticeable as soon as we go against or break them. When we act in a norm-breaking way or look different than what is established by norms – the norms become visible. Often through the reactions or questioning by people around us.

There are lots of norms. Some norms are shared by all of society, others can differ just between two schools in the same city. A common misconception is that norms are “natural” and that they should stay as they are, but norms are not “natural”. They are created by people and they are changed by people.

Thanks to people who have fought against inequality many limiting norms have

changed or have become weakened.

Norms that make some people feel accepted and “natural” at the expense of other people feeling different, limited or as if they don’t fit in – aren’t good norms. Such norms create inequality and can lead to discrimination.

GOOD NORM = that people wait to enter a train or a bus until those who want to get off have gotten off.

BAD NORM = that there almost always are only two dressing rooms, one for girls and one for boys.

Injustice and inequality in society is connected to norms. Someone who follows the norms in many ways often has more power by giving the impression of being “normal” or natural. Furthermore, they often have an easier time gaining more power in society through for example, political influence or the right to make decisions at a workplace.

Inequality increases when the person with power can continue to decide what is considered “normal” and what is considered to be breaking the norm. In order to change that injustice we have to talk about the limiting norms that cause obstacles or that limit people in different ways. Each of the grounds of discrimination are connected to such limiting norms.



Ethnicity

Ethnicity may include anything from the language someone speaks to their cultural affiliation or nationality. Ethnicity can also include appearance such as facial features and skin color. Everyone belongs to at least one ethnic group. Many people belong to more than one.

Sadly, many people think that it is possible to tell where someone “is from” just by how they look. But it isn’t that simple. It is not possible to see someone’s ethnicity.

NORM OF WHITENESS

The norm of whiteness determines that white or pinky-beige skin color is the standard and the “normal”, while black and brown skin color is the “other” or the different one.

As an example, the idea of “Swedishness” is closely linked to being white. A blonde and blue-eyed person is

automatically assumed to be Swedish, while a person with more pigment often has to explain that they are Swedish. Even though millions of Swedes are not blond or light skinned this continues to be a strong norm. The norm of whiteness is at the root of much racism and it stems from European colonialism and racist thinking.

EUROPEAN IMPERIALISM AND COLONIALISM = from the 1400s and for many centuries onwards Europeans travelled to different parts of the world and seized control of countries and continents. As a result, millions of people were enslaved and forced to do labor in the colonies.

The colonization of Sápmi is a part of Sweden's colonial history and began as early as in the 1100s. During the late 1800s and the beginning of the 1900s the Sami people were subjected to “Swedification” politics. To build the Swedish nation and a national identity the government imposed a common culture and language throughout the country. The Sami people were viewed by the government as a foreign group and were forced to enroll in special schools to learn Swedish and Christianity.

RACIAL THINKING = the illusion that mankind can be divided into different races and that a human being's physical appearance determines their traits. For example, the belief that head shape, eyes, nose and skin color determine personality and how intelligent someone is.

WHITE AND WHITENESS = whiteness is not just about skin color, it is also about power. As a result of racist and colonial history, whiteness has become the position of power today. However, just because whiteness is the position of power doesn't mean that every person who is white always has more power than a person who isn't white. Compare it to how men as a group have more power in society than women as a group.

A few examples:

- Erik is Swedish in terms of ethnicity and culture but his "Swedishness" is constantly questioned. "I can see that you aren't Swedish!" he is told. Erik is adopted from South Korea and his appearance is for some people "proof" that he isn't "really Swedish". This is of course completely wrong. Erik doesn't always want to explain that he was adopted as a baby, and he shouldn't have to either.
- Colored pencils, Band-Aids and makeup that is pinky-beige are often called "flesh-colored". As if pinky-beige is the only skin color there is.

THE YEAR WAS 2016

When Seinabo Sey, who had just been awarded Pop Artist of the Year, concluded the Grammis gala by performing Easy / Hard Time.

After Sey had finished singing a verse in complete stillness without any music, the dramatic music that followed was accompanied by 130 black women and girls who entered the stage in a row that stretched across the whole stage behind and in front of Seinabo. When the act was over the audience responded with a standing ovation.

"She gave all of us, foremost us black women, but actually all black people, the gift that we had been waiting for, for so long. ... With nothing but their presence they embrace Seinabo and her words flood through the audience all the way to my computer screen. It is love, it is pain, it is honest, it is important but most of all it is powerful beyond anything else. ... Today I feel hopeful that my children will grow up in a time when they will have role models that represent them as well. That my children will have the permission to stand up and be seen." wrote the chief editor **Kiki Dumbuya Minteh** for the online newspaper Afropé.



Disability

To have a hearing disability, dyslexia or ADHD are examples of what the law defines as disabilities. A disability can be physical and affect how the body functions, for example reduced mobility. A disability can also be psychological and affect how the mind works, such as for example being Bipolar. It can also be cognitive and affect how the brain functions, such as for example having an intellectual disability.

In order for it to count as a disability according to the law it is required to be “long lasting”. This means that the disability must last for an extended period of time.

A guideline is that it should last for at least 12 months. In other words, breaking your leg and having a cast for four months

doesn't count as a disability. But what counts as long lasting is judged individually, from case to case.

NORMS OF ABILITY

In our society, bodies are valued differently depending on how they function. The norms of ability say that all human bodies and brains should work in exactly the same way and fit into the same model in order to be considered “normal”. Walking on two legs, having the use of ten fingers, being able to see and make out different colored text on signs and hearing at one hundred percent are examples of norms connected to bodily abilities.

Ableism is a term used to describe the prejudice and discrimination against people who have disabilities. A clear example of ableism is that society isn't constructed for everyone. For example, curbs, stairs leading into stores and restaurants comprise obstacles for people who break the norms of ability.

If someone has a psychological disability, such as chronic depression, others may not understand the need for adaption – at school or at work – in order to receive the same opportunities as others. This is another example of ableism.

A few examples:

→ “Let's stretch our legs!” the boss yells without thinking that perhaps not everyone

in the room have bodies that function according to the norms of ability.

→ Sebastian is feeling low and depressed and can't manage his schoolwork. He asks for permission to submit a long essay later, but the teacher will not allow it. *

→ Maya's school doesn't send her and her classmates an invitation for the school trip. The principal seems to believe that the special needs students can't participate in the same school trips as the other students.

* A doctor's note may be required to confirm that you suffer from for example depression such as in the case of Sebastian.

THE YEAR WAS 1994

When people with extensive disabilities were granted the right to receive personal assistance as a part of the then new law LSS. LSS refers to the *Law for Support and Service for persons with certain functional disabilities*.

The organization JAG, (*Jämlikhet Assistans Gemenskap*, which stands for equality, assistance and community), was one of the groups who fought for the acknowledgment that people with intellectual disabilities should be included in the law and be entitled to personal assistance. The organization also pursued the issue that children should be entitled to personal assistance.

ABLEISM = prejudice and discrimination against individuals with disabilities. The term derives from the words able and dis-able.

Sex

According to the law being a woman or man relates to the ground known as sex. This means that the grounds of discrimination known as gender departs from the norm that states that there are only two sexes.



GENDER NORMS

Gender norms are standards for how girls and boys, women and men - are allowed to be. This includes preconceptions about how "girls" and "boys" should act, speak, feel and look.

Gender norms have been created and shaped through centuries of gender inequality where men have had more power than women. Even now, men are valued higher than women.

Men still have higher salaries than women, men are more often bosses than women and men make more decisions in society than women do. Most sexual assault is committed by men and it is most often aimed at women.

In other words, men have been allowed to make the rules to a much larger extent than women. As a result, traits that are considered feminine and girly are often viewed as inferior, even today.

Discrimination against women is the most obvious negative consequence from this. But it is not only women and girls who are restricted by gender norms. Men who aren't seen as masculine "in the right way" are likely to face negative responses as well. There just isn't room for people to be themselves in a pre-cut mold

Examples of limiting norms related to how a man should be include:

Strong, in charge of decision-making, speak with a low voice, be active, cocky and not cry.

Examples of limiting norms related to how a woman should be include:

Soft, calm, not too loud, speak with a soft voice, take care of others, be emotional.

GENDER HIERARCHY = that sexes are valued differently, and that being a man is valued higher than being a woman.

THE YEAR WAS 1921

When women were allowed to vote for the first time in Sweden. The following year the first women held positions in parliament. There is a recording of Kerstin Hesselgren telling Sveriges Radio of how a police officer tried to stop her from entering the parliament for the first time:

[Police officer] Oh no! You can't enter here!
[Kerstin] Oh yes, I said and laughed. That is the way it is now.

After that the police officer looked defeated and embarrassed, she explains. Kerstin Hesselgren was a member of the Liberal party. She and another person from the same party, two Social Democrats and a conservative politician were the first women in parliament.

"Why can't we just be people?"



The trans symbol consists of the symbol for man, woman and a cross between the symbol for man and woman.

Transgender Identity or Expression

Our gender identity is a part of who we are. Everyone has a gender identity. Unfortunately, it is far from obvious to many that every individual knows best when it comes to their own gender identity. And that every person has a right to express their gender identity in whatever way they wish to.

Many believe that you can tell someone's gender identity just by looking at their appearance and body. It is simply not that easy. You can't see someone's gender identity.

The law calls this ground of discrimination as **transgender identity or expression**. To cross over or between gender identities or

expressions means that someone breaks or doesn't fit into either of the molds "girl" or "boy". This can include not identifying with the gender "boy" or "girl", feeling like you are both genders or by expressing yourself through attributes or traits that stick out from the two-sex-norm.

NOTE! Who one is attracted to or loves has nothing to do with gender identity or gender expression. This is known as sexual orientation and you can read about it on page 26.

A few examples:

- Moe is neither a girl nor a boy, but is non-binary. Moe wants to be seen as Moe.
- Inez has always known that she is a girl. However, since birth others have regarded her as a boy. She told her parents once she could explain it and picked a new name for herself. Inez is a transgender girl.
- Samir feels like a guy. He has never had to reflect much about it. When he was born the midwife wrote "boy" on the paper and Samir's legal gender is male. Samir is a cisgender guy.

This ground of discrimination protects people who break the norms for gender identity or gender expression. Thus, if Moe or Inez are treated unequally because of their gender identity this would be

considered discrimination. But if it happens to Samir it wouldn't be discrimination.

If Samir started to dress in a way that was considered feminine by others, maybe by wearing makeup, he would be protected by what is known as gender expression. But that doesn't change the fact that Samir is a cisgender guy.

LEGAL GENDER = the sex registered on your passport and/or population registration.

THE YEAR WAS 2013

When the government stopped forcing the sterilization of people who wanted to change their legal gender so that they could no longer have biological children. Around 800 people who applied to change their legal gender were subjected to forced sterilization between 1972 and 2013.

→ **BINARY** = a trait that is composed of only two possibilities. Such as yes/no or on/off. In our society gender is often incorrectly seen as something binary. This is known as the binary gender norm.

→ **CISGENDER** = someone who identifies with the sex they were assigned at birth. Inez from the second example is not a Cis-person but Samir is.

→ **NON-BINARY** = to be both or neither.

→ **TRANSCEND** = means to cross over. Those who are trans, are said to transcend the molds for the sexes.

→ **PRONOUN** = he, she, they, it. "They stand there. They are pretty." If you are unsure of someone's pronoun you can ask them when you are alone "What pronoun do you want me to use when I talk about you?"

→ **QUEER** = being queer can mean many different things, but it often has to do with questioning dual gender norms. One-way of being queer is by not wanting to define your gender or your sexual orientation. This means not "agreeing" to accept that one must conform to either of the predetermined molds, whether it relates to gender or sexual orientation.



Religion

This ground of discrimination relates to religion and religious belief, for example being a Muslim, Christian or Jew. It also covers being an atheist or being agnostic, which means not believing in a god or believing that there is no way of knowing for sure whether or not there is a god.

NORM OF NOT BEING RELIGIOUS

There is an understanding that society and religion in Sweden are completely detached. But this isn't altogether true. For a long time, the state and church were intertwined. Up till the year 2000 newborns automatically became members of the Swedish church, regardless of which religion they or their parents belonged to. Most public holidays are on dates connected to Western Christian holy days such as Christmas, Easter and Ascension Day.

If we look at society as a whole, not being religious is the norm. Alongside that norm is a secular Christian norm. This norm creates expectations that most people should celebrate Christmas but more for the sake of tradition and to gather the family, than to celebrate in the religious sense. If prayer and reading from the bible play an important part of the Christmas celebrations, this would also depart from the secular Christian norm.

Many students can experience school as a place where one's religious identity doesn't really fit in. Especially when students don't belong to the religion that is the norm at that school.

SECULAR = worldly, the opposite of spiritual or religious.

Two examples:

- Amin hasn't been baptized and is often met with surprised or shocked questions like: "Is it true, why haven't you been baptized?"
- Some students at a school wanted to use a room as a prayer room during recess. Even though the idea was for the room to be available for students with many different religious beliefs the school administration didn't think it was a good idea.

THE YEAR WAS 2013

When the hijab appeal took place in Sweden. The background for it was that a pregnant woman in Stockholm was jumped by a man on the street and had her hijab (head scarf) pulled off and was beaten so badly that she lost consciousness. The incident evoked strong reactions. Many people including politicians and celebrities posted pictures of themselves wearing hijabs on social media, to show solidarity and to protest the fact that so many hijab-wearing women are subjected to threats and hate crimes. It came to be known as the hijab appeal.

"Freedom is not taking your hijab off. Neither is it putting it on. Freedom is self-determination," wrote the journalist **Bilan Osman**, who was one of the people who started the appeal.



Sexual Orientation

According to the Discrimination Act sexual orientation includes being homo-, bi- or heterosexual. Sexual orientation is something that all humans have. It is about the different ways in which we fall in love and are attracted to each other. Bisexual means that one can fall in love with and be attracted to people regardless of their sex. Hetero is used to describe someone who can fall in love with or be attracted to someone of a different sex. Homo describes someone who can fall in love with or be attracted to people of their own sex.

HETERO NORM

The hetero norm creates the idea that heterosexuality is "normal". It is closely linked to gender norms and the idea of only two genders as well as the expectations on boys and girls to be each other's opposites in terms of behavior and traits. According to the hetero norm the sexes are expected to be attracted to and fall in love with each other, partially because of this conception.

As early as preschool children learn that the heterosexual family is the only possible and legitimate one. Think about the game 'playing house'. There is nothing wrong with the game itself, what is wrong is when no other types of families than the mom-dad-child one, are allowed to exist. The norm excludes children who have only one parent or two parents of the same sex. It also

excludes children who have guardians who they have a different relation to, another relative for example. These families should also be allowed to be seen in the language and in games.

As a result of the hetero norm people who are homo- and bisexual don't have the same freedom as heterosexual people to openly express their love.

For someone who is hetero, holding their partner's hand or kissing them in public may feel unproblematic. It rarely happens that heterosexual people are questioned why they are dating a person of a different sex. The risk of receiving threats when in public because of their partner is inconceivable.

But for people who are homosexual and bisexual being faced with questions, suspicion and even threats are not out of the ordinary, even though they are doing the same things. That is unfair.

Example

→ When it is time to practice dance in PE class everyone is expected to dance in hetero-pairs.

SOCIALSTYRELSEN = the National Board of Health and Welfare, an authority that for example gives doctors' and therapists' their medical certification. Homosexuality was originally included in the disease registry in 1944. Before then "homosexual actions" were illegal.

THE YEAR WAS 1979

When love between two people of the same sex stopped being labeled as a mental illness.

"Hello. I feel a little bit homosexual today and I want to go on sick leave" those were the words spoken by Anne-Marie when she called the Swedish Social Insurance Office during her participation in a sick leave-protest the same year.

The organization RFSL (the Swedish Federation for Lesbian, Gay, Bisexual, Transgender and Queer Rights), had long demanded that the disease label would be removed by the responsible authority – the National Board of Health and Welfare - but without success.

During Liberation week in 1979 a group of activists occupied its stairwell. After that things started to happen. The new director, Barbro Westerholm, found the activists' demands to be completely reasonable and promised that she would remove the disease classification. She kept her promise and about two months later homosexuality had been removed from the disease registry.

LIBERATION WEEK = a predecessor of Pride.

BI = two
HETERO = different
HOMO = same



Age

This ground of discrimination includes all ages. For example, being a child, which means being under 18. Or being retired and little over 60. Or being middle-aged. As a matter of fact, all ages are included when it comes to this ground of discrimination.

But there are many exceptions. A lot of times it is actually OK to discriminate based on age and have different rules depending on how old you are.

For example, there is an age limit for getting a drivers' license, which is a form of age discrimination. There is also an age limit for buying alcohol and tobacco. There are reasons for those limits, since it is extra dangerous for children to drive and drinking alcohol is more harmful to children than it is for adults.

Other age limits such as the one for voting, are more questionable. Why is the limit set to specifically 18 years of age?

ADULT NORM

The adult norm creates a hierarchy where adults have more power than children and youth. When an adult says something, it is often taken more seriously than if a child would say the exact same thing. This can have serious consequences, especially if a child wants to tell an adult about difficult and serious things that have happened.

Unfortunately, there are many more limiting norms when it comes to age. Many seem to think that age determines what someone can do, have knowledge about or like.

When a young person breaks the norms of how to behave "according to age" they are often met with comments such as "But you don't know anything about that, you are so young!" or "You will understand when you get older...". Maybe you have been told that yourself?

An example:

- The assumption that a person who is 18 is better suited to vote in a general election than someone who is two or three years younger.

THE YEAR WAS 1975

When the voting age was reduced to 18 years. This wasn't the first time the voting age had been reduced. In 1945 it was reduced from 23 to 21; in 1965 from 21 to 20; in 1969 from 20 to 19 and finally, in 1975, to 18.

Other Grounds?

We have now covered all seven grounds of discrimination that are included in the law. But are they enough? Do they cover all kinds of unfair treatment that exists? Or should the law include more grounds of discrimination?

In the clouds of thoughts at the beginning of the book one student associated poor treatment because of “house or apartment and money” to discrimination. This can be incorporated by the term class, which means the economic and social situation of a person. But class is not included as a ground of discrimination in the Swedish Discrimination Act. As a result, an amusement park for example, could say that they only allow rich families to enter the park or that they don’t admit people who live in certain neighborhoods.

But the Convention on the Rights of the Child prohibits discrimination on the basis of class, and as of January 2020 the convention is Swedish law. According to the convention it also counts as discrimination to treat someone unfairly because of their political views. But this is not specified in the Swedish Discrimination Act. It is therefore not illegal for a restaurant owner to ban someone who is a member of a certain political party from dining there.

The authors of the book think it is wrong that class isn’t included as a ground of discrimination in the Discrimination Act. Many people are treated badly because of their economic situation or what their social situation is.

With the Convention on the Rights of the Child turning Swedish law, this could mean that the grounds of discrimination in the Discrimination Act will be extended to also include economic or social situation as well as political views.

MIDDLE-CLASS NORM

The middle-class norm creates expectations that most people should be able to live a certain way of life. For example, being able to go on vacations abroad in the summer time, afford certain clothing, being given a cellphone by your parents. Society is organized to suit those who can afford these things and sometimes, those who belong to the middle class seem to take for granted that everyone has the same economic conditions that they have. But far from everyone comes from families where it is obvious that they can afford to buy new shoes if they are needed, or send along twenty kronor for the school trip.

That is why, a person can easily feel ashamed or odd if they come from a family that is poorer than what is the norm. This is of course wrong.



ASK YOURSELF:

- What would it be like if all types of degrading treatment counted as discrimination?
- What risks would there be if there were more grounds of discrimination?

THE YEAR WAS 1948

When general child allowance was introduced. Earlier there had been a different child benefit, but it was only available for mothers who for example had a disability or were widowed. There was also a “child deduction” that granted a tax credit that mostly benefited those who already made a lot of money.

But in 1948 the general child allowance was introduced and it replaced the older one. “General” meant that everyone got the same amount, regardless of their income. The same system remains today.

At that time the child allowance amounted to 260 Swedish kronor over a whole year. Back then, that was a lot of money since an average salary for one year was 4300 kronor.

In 2018, the child allowance was increased for the first time in twelve years. From now on the complete child allowance is 1250 kronor a month per child.

A HUMAN RIGHT

When children are discriminated against they may suffer the loss of several different rights. Such as the right to have a place to live and the right to go to school. Because it can lead to such serious things it is a human right to not be discriminated against. This right is written in the Swedish Discrimination Act but also in declarations and conventions held by the United Nations (UN) and the European Union (EU). One of them is the UN Convention on the Rights of the Child, that Sweden signed in 1990. In article 2 of the convention all forms of discrimination against children is forbidden. On January 1st of 2020 the UN Convention on the Rights of the Child became Swedish law.

THE LAW CHANGES!

Looking back at our history is a reminder that we must continue to fight for the protection of our rights. The Discrimination Act has changed as a result of society changing. We must continue to fight for our rights and strengthen the protection offered by the law.

True Stories

In these true stories you will meet Ada and her friends who live in a town in the south of Sweden. Ada is 14 years old and loves to play soccer and to discuss social issues. She hates to be silenced. The true stories are inspired by real events although Ada and the other characters aren't real.

From School

TRUE STORY: Home Economics Test

It is Monday morning and Ada is feeling nervous as she is about to get her home economics test back. When Ada sees her grade she is a little shocked, but happy. She got a B!

But when she looks at her best friend Dani she can tell that he is unhappy. He got a D.

They compare their tests and find that they have the same amount of right answers. Why have they been given different grades?

Ada and Dani explain to the teacher that Dani actually had the same amount of correct answers and ask why both of them didn't get a B. But the teacher laughs and answers:

"Everyone knows that girls are better than boys at Home Economics! That's just how it is."

ASK YOURSELF:

- Is this discrimination?
- Which ground of discrimination is this incident connected to?

DIRECT DISCRIMINATION AT SCHOOL

The home economics teacher is discriminating against Dani. Two tests with the same score were given two different grades. The discrimination is connected to the ground known as gender. This is called *direct discrimination*.

The home economics teacher has, because of having ideas about girls being better at home economics than boys, given Ada a higher grade than Dani. Despite them demonstrating that they have the same level of knowledge.

It is the act; that the teacher gives a lower grade to a boy than a girl, even though they have the same score, that is discrimination.

If someone **who works at school** gives students different grades even though they have the same score and if it is related to any of the seven grounds of discrimination, it is direct discrimination, which is illegal.

This means that the school must pay discrimination compensation to Dani. The School is responsible for ensuring that their staff doesn't discriminate against any of



their students. So, it is the school and not the teacher who must pay.

In this incident the discrimination has to do with the teacher's preconceived ideas about gender roles. You can read more about gender roles in the chapter "*Norms & Grounds*".

Schools must work to ensure that teachers with these kinds of ideas change their ways of behaving. A teacher can't let their prejudices affect them when grading students.

HAS SOMETHING LIKE THIS HAPPENED TO YOU?

- Tell the principal
- Is nothing happening?
- Contact an Anti-Discrimination office

TRUE STORY: The Group Project

During social science class Ada is assigned to the same group as Jonatan and Nico, the most popular seventh graders. The group project is about gender equality and their task is to write about women's suffrage. Nico takes over immediately and starts talking about something completely unrelated. When Ada tries to get back to the subject Nico and Jonatan laugh at her. Ada tells them to stop fooling around and listen.

"Sweetheart - are you on your period

or something? Why are you so grumpy?" Jonatan sneers. Nico laughs.

"Don't call me sweetheart." Ada says with a firm voice.

"Ha ha! Sweetheart is really pissed!" Jonatan goes on.

Ada tells the teacher but nothing happens. Jonatan and Nico go on talking to each other and don't pay any attention to Ada. No one else in the group dares speak up and the teacher does nothing.

Eventually Ada explodes and screams at the others in the group to shut up. She knocks down the note pads and pens from the table. The teacher tells her to take a timeout and leave the classroom for a while.

ASK YOURSELF:

- Is this discrimination?
- Who's got the power in this situation?

HARASSMENT AT SCHOOL

The teacher was wrong not to do anything when Ada spoke up. The teacher should have told off Jonatan and Nico and made sure that they stopped treating Ada badly.

This incident is harassment according to the Discrimination Act. When Jonatan calls Ada "sweetheart" and asks if she is on her period he is trying to belittle her but also



other girls. Therefore, there is a connection to the ground of discrimination known as gender. When Ada protests and Jonatan keeps saying these things it is harassment by the legal definition.

It doesn't matter if Jonatan claims that it was just a joke. Ada had made it clear that she didn't want to be called "sweetheart". Ada wanted to be listened to in the group project, but at first she is ignored and later made fun of for being a girl.

The person who says or does something that harasses others must be made aware that what they are doing isn't appreciated. In the law this is called insight.

Ada tells Jonatan and Nico to stop, but they carry on anyway. When that is the case it doesn't matter if they claim to be joking. It still counts as harassment because they have insight.

Ada told the teacher that she didn't like how Jonatan and Nico treated her and the teacher did nothing about it. But when Ada eventually blew up she was the one who got told off.

SCHOOLS MUST INVESTIGATE

The teacher is still responsible even after the class has ended. The teacher has an obligation to report the incident to the principal so that the school can start an investigation.

The school can investigate for example:

- Which students were guilty of harassing someone?
- Are there other students that are being harassed?

After the school has investigated the incident measures must be taken. The school must make sure that it doesn't happen again. In order to do so the school can have meetings with students and plan to have courses about gender equality and gender roles, for both staff and students at the school. A different measure can be to come up with new guidelines for how teachers should act if similar things happen.

If the school doesn't do anything it is breaking the law and is in fact discriminating the student in question (in this case, Ada).

HAS SOMETHING SIMILAR HAPPENED TO YOU?

- If you can, tell the students.
- If you feel more comfortable telling an adult, do so instead.
- You can report it to a teacher you trust or take it straight to the principal.
- Emailing can also be a good idea. Remember to save the emails.
- If nothing happens? Contact an Anti-Discrimination office.


TRUE STORY: Feeling Exposed

Samir is an eighth grader in the same school as Ada. He is an ambitious student but still feels that he has to work extra hard to get good grades.

Social science is on today's schedule and the class has a substitute teacher. They've just begun going over the role that religion plays in different conflicts and political events. Samir has felt uncomfortable from the beginning of class. He knows that some of his classmates have very strong, if not to say outright hostile, opinions of Islam.

Things get even worse than Samir could have expected. After about ten minutes one student shouts "Muslims hate democracy! All they want is to go to war". Multiple students laugh mockingly. Even stronger words are spoken and things get out of hand completely. The substitute teacher says nothing and only squirms and tries to move the discussion further.

For Samir it is extremely uncomfortable to sit in a classroom and hear all the other students talk that way about a religion he regards as something meaningful and good. Because even if the others weren't talking directly about him, he was the only student who took their comments personally.



Samir hears the sound of their mocking laughter in his head all day long.

ASK YOURSELF:

- Is this discrimination?
- Does it matter that the teacher is a substitute?
- Does it matter that his classmates don't know that what they're saying is upsetting Samir?

HARASSMENT AT SCHOOL

Just like *The Group Project* this incident concerns harassment.

What makes things a bit tricky in this one, legally speaking, is that Samir doesn't tell the substitute or anyone else that he was upset by the hostile comments that were shouted and left unchallenged in the classroom.

We don't know for sure what the students were saying during the class but it sounds like their comments were harsh, and that all students should have understood that they could be offensive.

But because insight is a legal requirement in order for something to count as harassment, it wouldn't automatically count as harassment until Samir said something.

Had Samir made his feelings known to the students during the class or told the teacher afterwards, the insight would be there and the duty of the school would have been loud and clear.



Once the teacher has become aware that Samir felt exposed and victimized, the responsibility of the school to investigate and come up with a solution kicks in. The substitute teacher is just as responsible as the ordinary teacher.

THE SCHOOL BECOMES RESPONSIBLE AS SOON AS YOU SPEAK UP

As soon as you have told someone who works at the school that you feel you have fallen victim to harassment it is the school's duty to deal with it. This applies no matter if you said something at once to the person who subjected you to it or if you told someone responsible later. As soon as the school finds out, it is their duty to ensure that the harassment comes to an end and that the matter is solved in a way that suits you.

If Samir confides in the substitute teacher or perhaps another teacher whom he trusts after class, and tells them that he feels he has been harassed, the school must deal with it.

SCHOOLS MUST WORK TO PROMOTE EQUAL TREATMENT

Teachers and the school as a whole have a duty to make sure that these types of situations don't occur. Schools must not only stop harassment when it happens but they must promote equal treatment. This means that schools should attempt to

prevent discrimination from ever happening in the first place.

With a lot of islamophobia and antisemitism being present in society today, schools must work extra hard to ensure that hostile views aren't spread and left unchallenged in the classroom.

If a teacher hears students express hostile opinions of members of a certain belief system they have a duty to act, react and draw the line against things that may be perceived as degrading.

See page 16 for some examples of how schools can work to promote equal treatment.

HAS SOMETHING SIMILAR HAPPENED TO YOU?

- If you can, tell the students.
- If you feel more comfortable telling an adult, do so instead.
- Report it to a teacher you trust or take it straight to the principal.
- Emailing can also be a good idea. Remember to save the emails.
- Is nothing happening? Contact an anti-discrimination office.

TRUE STORY: The Hate Account

An anonymous Instagram account is becoming more and more popular at school, getting followers not only from around town but from other cities nearby. The account is posting pictures of students at Ada's school, shaming them about private matters and spreading rumors.

One day the account posts a picture of Ada's classmate Edvin. He has been photographed secretly when he was changing in the school's locker room. The caption for the picture is degrading and concerns Edvin's sexual orientation.



ASK YOURSELF:

- Who's got the power in this situation?
- Is it the school's responsibility even when it happens on Instagram?

ONLINE HATE WITH A CONNECTION TO SCHOOL

This true story concerns harassment, just like *The Group Project* and *Feeling Exposed*. In this case the harassment takes place on Instagram and it has to do with the ground of discrimination known as sexual orientation.

The Instagram post says condescending things about Edvin and his sexual orientation. It doesn't matter whether or not the things written about his sexual orientation are true, the connection to the ground

of discrimination is there in the text.

Edvin is in the locker room before his PE class. The locker room is a place where most people want to be left alone. So it is obvious that Edvin doesn't want to be photographed and absolutely doesn't want his picture posted on this Instagram account without him knowing it. In other words, the people who run the account should be aware that what they are doing is not OK.

Can the school be responsible when the actual harassment happened on Instagram? Yes, if Edvin tells his teacher or the principal about the Instagram account and the post, the school has an immediate responsibility to investigate and do something about what has happened. The same goes if someone who works at the school sees the account or hears students talk about it in the corridors. Then the school also has a duty to investigate and deal with the situation.

The locker room is part of the school's gym. The picture was probably taken by other students at the school, which means that there is a clear connection to the school.

The connection to the school is important as it invokes the school's responsibility in the matter. As soon as the school finds out about what has happened they are responsible.



This is true for all kinds of harassment. Whenever there's a clear connection to the school, the school becomes responsible even if it occurred off school grounds, for example during a school trip.

If nothing happens despite the school having knowledge about the incident, or if the school doesn't do enough, the school may be guilty of discrimination.

BODY SIZE?

If the condescending caption had been about Edwin's body size, the incident would have been referred to as degrading treatment rather than discrimination. If so the Education Act would have come into effect.

Why? Because body size isn't included as a ground in the Discrimination Act. But the school still has a duty to deal with this kind of degrading treatment whether it is the Education Act or the Discrimination Act that applies.

OTHER LAWS THAT CAN PROTECT YOU

If you or your school reports the incident to the police the person behind the Instagram account could be charged with unlawful photography.

Unlawful photography is a crime that means taking pictures or filming someone who is

not aware that they are being photographed in a private location. For example, a changing room, a bathroom or at home. It is illegal regardless if the person who took the photo spreads the image or not.

If the caption under the photograph is degrading in a serious way towards a group of people (for example gay people) it can also be a crime under the hate speech legislation¹. Hate speech means spreading racism, homophobia and/or hostility towards members of different religions. In order for it to fall under the hate speech legislation the hateful or hostile message must have reached quite a large audience.

HAVE YOU BEEN SUBJECTED TO ONLINE HATE CONNECTED TO YOUR SCHOOL?

- Take screenshots of pictures and messages
- Tell a teacher or another adult that you trust
- Call the police 114 14 and report it if there has been a crime, such as for example degrading photography or hate speech
- If nothing happens? Contact an anti-discrimination office.

1 Hate speech or Agitation against national or ethnic group. In Swedish the term used is Hets mot folkgrupp.

TRUE STORY: Nobody Understands

Ada has a hard time keeping track of all of her homework and upcoming exams. Her teachers usually say which exercises will be for homework at the end of the class and by then Ada's thoughts are usually elsewhere. She tries her hardest to tell if what the teacher is saying is important but sometimes the restlessness in her body and mind gets the best of her. Focusing is simply impossible. As a result, she often misses some important information.

Like last week when she had spent every afternoon studying, except for Wednesday when she had soccer practice. But on Friday it turned out that she had forgotten to do her Swedish homework. The teacher got angry and told her that she would get an F if it happened again. Ada told her teacher that she'd actually hadn't known about the homework and that she would like to get a list of all the homework and upcoming exams. Her teacher then angrily responded that it was up to her to keep track of things herself.

Even though Ada really had tried it still wasn't enough. Sometimes it feels like nobody understands and that the teachers have already labeled her a "messy teenager". Trying sometimes feels hopeless when the teachers won't believe that she's doing the best she can.

Ada is currently taking a test to determine if she has ADHD but she has yet to be diagnosed.

ASK YOURSELF:

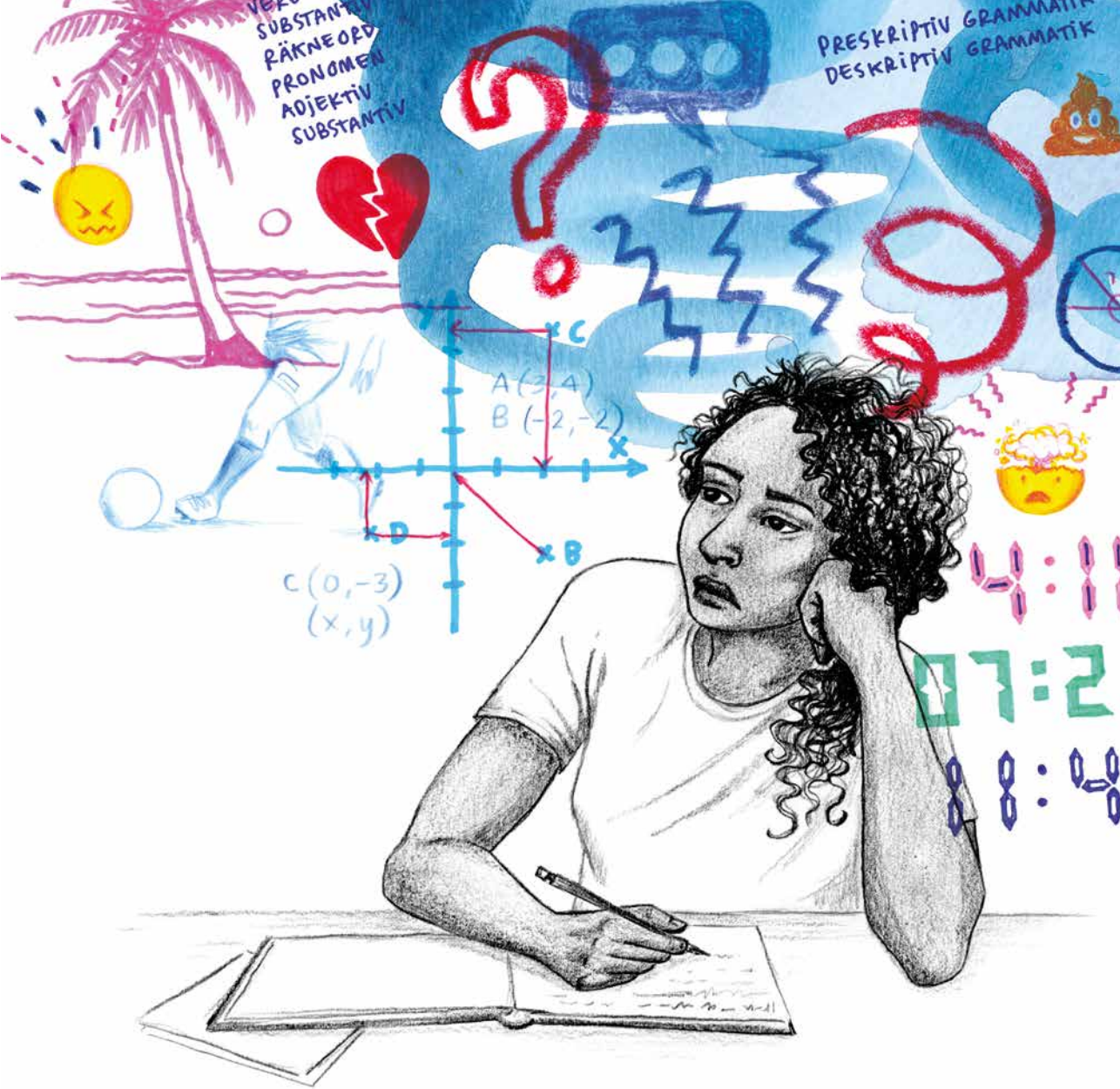
- What ground of discrimination does this incident concern?
- Is this an example of the adult norm?

INADEQUATE ACCESSIBILITY AT SCHOOL

In this example the teacher has behaved incorrectly. The school and teacher have a duty to supply Ada with the support she needs in order to learn, keep up in class and complete her schoolwork.

Schools need to be aware that there are students that have special needs. All students have different ways of learning and functioning. It is the school's task to adapt and create accessibility in order to meet everyone's needs.

This incident concerns the ground of discrimination known as disability. There is a certain form of discrimination known as inadequate accessibility in the law that especially protects people who have some sort of disability. It requires making things accessible to people with disabilities. For example, adapting the school environment so that all students can complete their studies.



Ada has said herself that she wants a list of all her homework but the school needs to consider whether Ada also needs additional support.

The school must for example investigate:

- Whether Ada can receive clearer and shorter instructions?
- If there are any other ways in which the teacher can support Ada with her schoolwork?
- If Ada needs a student's assistant?

Simply put, the school must adapt to Ada's needs. Students who have some sort of disability should receive aid and support if there is a need. How much the school needs to adapt varies from case to case.

This example concerns ADHD. But the same rules apply for all people with a disability that lasts longer than a certain period of time. If you for example have special needs because of dyslexia, autism, a hearing disability or restricted movement, you also have a right to receive support from your school.

ARE YOU NOT RECEIVING THE SUPPORT YOU NEED AT SCHOOL?

- Tell a different teacher or the principal! Preferably also send an email.
- Is nothing happening?
- Contact an anti-discrimination office.

From the Neighborhood

TRUE STORY: Unsafe in My Backyard

Dani has just gotten home from school when he sees the hateful message. Someone has scribbled condescending words on the door of his mother's apartment. Dani becomes frightened and gets a lump in his chest. He believes he knows who is behind it.

Dani, Ada and some others usually play soccer in his backyard. Lately the caretaker in the building has yelled nasty things at Dani several times, things about Dani being Romani. "It was probably the caretaker who wrote the words on the door..." Dani thinks.

He looks at the backyard where his friends are playing soccer. But Dani doesn't want to go outside. He feels angry, afraid and sad at the same time.



ASK YOURSELF

- What grounds of discrimination is the story about?
- Who is in charge here?

DISCRIMINATION IN A RESIDENTIAL AREA

When the caretaker yells nasty things at Dani because he is Romani, it counts as harassment. Since the caretaker was hired by Dani's landlord, it is the landlord who is responsible for the actions of the caretaker. When the caretaker yells nasty things, the landlord is immediately guilty of discrimination in the same way that the school is if a teacher harasses a student.

Dani is not completely sure who has written the bad words on his mother's door. If it was the caretaker that did it then is also the responsibility of the landlord.

If on the other hand it was a neighbor who subjected Dani to harassment then things are slightly different. As a tenant the neighbor is not employed by the landlord and so their actions aren't the direct responsibility of the landlord.

But, if the landlord finds out that a neighbor is harassing another neighbor they can't just claim that it is a "neighbor to neighbor dispute". The landlord must do something about it, such as for example:

- Warning the neighbor that if the harassment doesn't stop they may lose their apartment.
- Making it clear that no form of racism is allowed in the building, neither graffiti nor condescending comments.



The company that owns the property may be forced to pay Dani's family discrimination compensation if it doesn't deal with this in the same way it deals with other disturbances.

NOTE!

Graffiti and racist comments can also count as a crime, which is why they should be reported to the police. The police may have a hard time solving these types of crimes if there isn't sufficient evidence but reporting it is still a good idea, when possible.

HAVE YOU BEEN SUBJECTED TO HARASSMENT WHERE YOU LIVE?

- Gather evidence. Take pictures of the graffiti on the door. Try to make a recording, for example by using your phone, if a caretaker or neighbor starts to yell racist or degrading comments. Read more about gathering evidence on page 61.
- Tell the landlord that the caretaker has shouted racist comments.
- If nothing happens? Contact an anti-discrimination office.
- Do you suspect that you have been a victim of a crime? Call the police 114 14 and file a report.

From the Gym

TRUE STORY: The Same for Everyone?

Ada has just made friends with Leyla who has moved to her block. Ada finds her fun and is happy when Leyla suggests that they go to spinning together.

Directly after school they go to the gym to buy gym membership cards. After they've learnt everything there is to know about the classes the receptionist suddenly tells them that there is a ban against working out while wearing headscarves.

"Are you serious? So I can't work out because I wear a headscarf? That is not fair." Leyla says.

"The rule doesn't only include headscarves, it is the same for everyone. Nobody can wear headwear." the voice sounds automatic, almost like a robot.

Ada can tell that Leyla is upset, although she is calm and composed on the outside. So she turns to the robot voice and asks; "Why?"

"It is for security and hygiene reasons", it replies.

"So it's dangerous to exercise while wearing a headscarf then?" Ada and Leyla ask at the same time and the reply comes like at the push of a button:

"Yes, it can for example get caught inside some of the equipment, or maybe your fingers can get caught on it. It can slide down in front of your eyes so you can't see. Wearing a headscarf is also bad for you when you sweat. It can be damaging to your health and hygiene to head out into the cold weather afterwards."

Leyla and Ada exchange a look. Then they turn away and leave. They are angry. Neither of them thinks it is okay to have a rule that makes it impossible for Leyla to work out just because she wears a headscarf. The reply they were given mostly felt like an excuse.

ASK YOURSELF

- What ground of discrimination is the story about?
- Who's got the power here?
- What do you think of the gym's explanation?

INDIRECT DISCRIMINATION

Just like direct discrimination there is also something called *indirect discrimination*. This means that even if a rule is general, that is to say the same for everyone, it can sometimes affect some more negatively than others. This was the case for Leyla in this true story. The rule states that no one can wear headwear when exercising. It applies equally to those who wear a cap, hat or



headscarf. “It is the same for everyone” said the receptionist. But the rule affects Leyla, and other girls and women who wear headscarves for religious reasons much more than it affects everyone else. A person who wears a cap can easily just remove it and work out but for Leyla the rule means that she is banned from exercising at the gym.

Sometimes the law supports indirect discrimination, and sometimes it does not. If there is a good reason for the rule and it is necessary it can be allowed to exist. Security and hygiene may for example be of such importance that it is ok to have a rule that is unfair to some.

But it can be hard to judge. Two conflicting interests must be weighed against each other. Are the “security and hygiene” reasons given by the gym convincing enough to ban Leyla from wearing a headscarf, which she wears for religious reasons?

In this case, Leyla should have been allowed to exercise while wearing a headscarf. The story is taken from a legal case where the court established that the gym was guilty of discrimination and that it was not okay to have a rule that prohibited headwear during the workout session. The gym’s arguments regarding health and hygiene weren’t deemed by the court as

more important than the woman’s interest in exercising while wearing a headscarf. The gym was charged with indirect discrimination and had to change their policies to allow people to exercise while wearing headwear.

WHEN IS INDIRECT DISCRIMINATION ALLOWED?

If a rule negatively affects a certain group but at the same time a court has deemed its existence essential because it is so important and necessary – for example based on safety or hygiene reasons – indirect discrimination can be allowed.

Example:

Amusement parks are allowed to have height limits for certain rides since there is a risk of injury if a person’s height is below the limit. The height limit is the same for everyone but affects children to a further extent than adults since more children will be excluded from the ride. Even so the rule is allowed since security is such a high priority at amusement parks.

Knowing whether or not court would determine that something was indirect discrimination can be difficult. Every new situation calls for an individual assessment. “Can the rule be justified in this specific case?”



HAVE YOU BEEN AFFECTED BY A SIMILAR RULE?

- Tell the person who has the rule that it affects you negatively and ask if it can be changed
- If nothing happens? Contact an anti-discrimination office

From the Hospital

TRUE STORY: The Visit

Moe is in Ada's parallel class. Moe is not feeling well. Many things feel heavy. Hard. Impossible. Like a lump of anxiety in the chest that weighs a ton and never wants to go away. Everything comes crashing down when Moe's great love wants to break up one day. Moe needs help to get through it. Moe gathers the courage to make an appointment at the health care center. "What is the reason for your visit?" the phone operator asks. "I think I am depressed", Moe answers in a low voice.

Two weeks later Moe is at a health care center. The first thing Moe tells the doctor is an important thing that Moe has had to explain many times before and feels it is best to mention early on.

"I want you to know that I am not a girl or a boy. I am neither. I am non-binary and trans."

The doctor looks doubtful and says "But I know that you are a 'she' because you are a girl!".

The comment feels like a slap in the face. But Moe is used to the response and tells the doctor "I want you to refer to me as they instead of she."

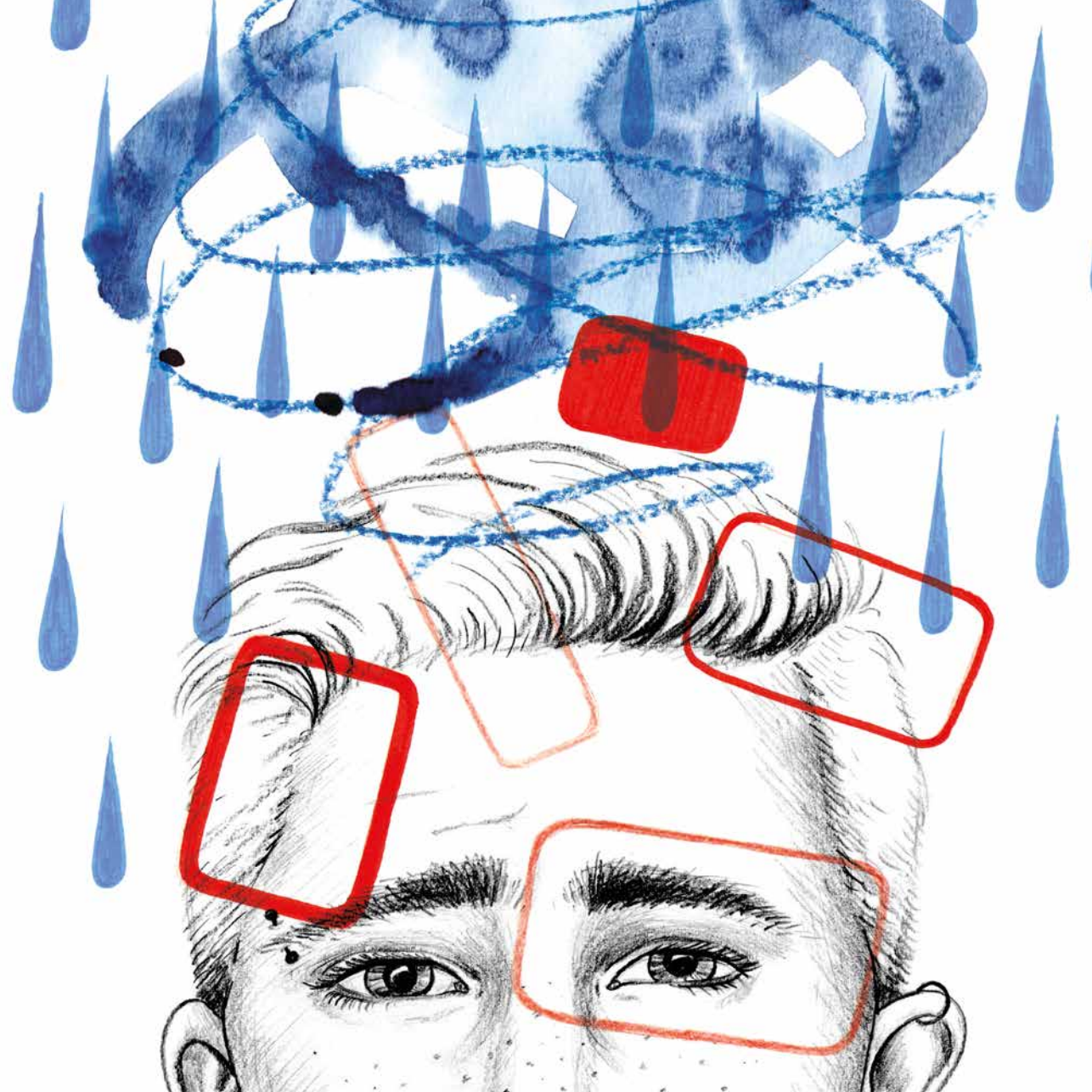
The doctor won't listen. During the whole visit Moe is called by the name they refer to as their death name. The name that Moe was given as a child, but that never felt right.

Moe hardly gets the chance to talk about the reason for the visit. The doctor doesn't even make an attempt to understand. The appointment ends with Moe leaving the room, feeling even heavier inside than when they arrived.



ASK YOURSELF

- What ground of discrimination is the story about?
- Who's got the power, here?



DIRECT DISCRIMINATION IN HEALTHCARE

Discrimination is illegal within the healthcare system. Moe experiences this incident at a health care center, which is part of the healthcare system. A doctor, nurse or any other health care staff cannot discriminate against someone who is seeking medical treatment.

Moe is a victim of direct discrimination in connection to the ground of discrimination known as gender identity or gender expression. The doctor assigns Moe's gender incorrectly and refuses to listen to Moe's problems.

A doctor most likely wouldn't have questioned the gender identity of a Cis-person. This means that Moe is treated worse than a Cis patient would have been treated in a similar situation. Moe doesn't even receive any treatment for the problem at hand; being depressed.

Moe may need someone else to help them contact the health care center again. As Moe is depressed it is important to get help. Maybe it would be easier to contact BUP or a Student Health Service.

CIS-PERSON = a person who identifies with the sex they were assigned at birth.

HAVE YOU BEEN SUBJECTED TO DISCRIMINATION WITHIN THE HEALTHCARE SYSTEM?

- Call IVO's Children and Youth line and tell them what happened. IVO stands for the Health and Social Care Inspectorate. Their job is to make sure that social services and the healthcare follow the law. The call is free and is not registered on the phone bill.

Call: 020 - 120 06 06
during weekdays at 9 - 17

E-mail: beratta@ivo.se

- Do you want support from an anti-discrimination office?
Contact the office nearest you!

NOTE! It is best to make contact as soon as possible after the incident. If you won't be able to do it yourself perhaps someone close to you can help?

Places Where the Law Must be Followed

We have talked about school, housing, healthcare and the gym and described how the law works in these places. But in what other places must the Discrimination Act be followed?

IN THE STORE, THE RESTAURANT AND WHEN RENTING A PLACE TO LIVE

Discriminating in places where goods, services and accommodations are leased or sold is illegal. This means that discrimination is illegal at a gym as well as at any restaurant, store, hair saloon and hotel. It is also illegal to discriminate when accommodation is rented out and when houses and apartments are sold. Salespersons at markets or organizers of concerts cannot discriminate either.

If you offer to sell something privately, such as a jacket, and pick one friend over another this is not covered by the Discrimination Act.



Examples:

- Edvin and his partner aren't allowed to enter a restaurant because of their sexual orientation.
- Joana must pay more to get a haircut because she is a girl, even though she has short hair.
- Walid's uncle can't rent an apartment because the landlord is prejudiced against people with Arabic sounding names.

DURING INTERNSHIPS AND SUMMER JOBS

You are protected against discrimination at work and when applying for a job. This also includes summer jobs, extra jobs and internships.

The employer is the person who owns the company, factory, organization, store, kiosk, restaurant or hotel where you are employed. The employer is therefore the person in charge and as a result they are responsible for ensuring that you aren't subjected to discrimination at work. Employers are also not allowed to discriminate against the applicants applying for a job.

Think of it as if the employer – through the manager – has similar responsibilities that the school and principal have towards its students.

Remember to report immediately!

The time limit for reporting discrimination in the work place expires quickly.

Examples:

- Sasha doesn't get hired after the trial period. The manager claims that it is because he can't handle stress, since he has bipolar disorder.
- Dani's mom has the best resume but is still not called for an interview. She believes she has been disqualified because of her name, and that it is a case of discrimination based on ethnicity.
- The manager finds out that an employee is harassing Nico at her summer job. Now it is up to the manager to investigate the situation and take action that will put an end to the harassment. Otherwise the manager can be guilty of discrimination.

WHAT CAN YOU DO?

Are you a member of a trade union? (In that case) **Contact the union!** Examples of trade unions include: Hotell- och restaurangfacket (The Hotel and Restaurant Workers' Union (HRF), Kommunal, Byggnads (Swedish Building Workers), Vårdförbundet (the Swedish Association of Health Professionals) and Handels (The Commercial Employees' Union). If you are not a member of a trade union, or if the union you are part of doesn't seem to be of any help, contact the anti-discrimination office nearest you.

Were you not called for an interview?

Call the employer and tell them you want to know the experiences and skills listed on the resumes of the people selected for interviews. You have the right to ask, according to the Discrimination Act.

HEALTHCARE AND SOCIAL SERVICES

Discrimination is prohibited in the health-care system and social services. The ban protects everyone who in some way comes into contact with healthcare, psychiatric care or social services. This for example protects you if you are at BUP (Children and youth psychiatry), or if you are in contact with social services.

Examples:

- Without explaining the reason why, a doctor won't prescribe Sam medicine because of his psychiatric disability.
- Staff at home care services won't visit Ada's grandpa. They say it is because he doesn't speak Swedish.

CHILD ALLOWANCE AND OTHERS

It is against the law to discriminate against someone who is applying for child allowance, CSN (The Swedish Board of Student Finance), sickness benefits and the like. This also applies to A-kassa (unemployment benefits).

The ban against discrimination also applies when decisions are made, when processing a case and when giving out information and advice. Treating someone badly is also forbidden.

Example:

- Adam calls and explains that he hasn't received his study loans. The person working at CSN doesn't believe him and says that Adam probably has gotten it

but because he is young he just can't keep track of his money..

NATIONAL SERVICE (COMPULSORY MILITARY DUTIES)

Discrimination is against the law within military training. This ban covers all situations in which someone is enlisted, registered or does military or alternative civilian service. The ban counts for all grounds of discrimination except age.

Example:

- Alex is excluded during his military service because of his sexual orientation.

THERE ARE EXCEPTIONS FOR CERTAIN BANS

In some cases it is permitted to treat people differently because of their age and sex.

For example:

- Nightclubs are allowed to have age limits.
- It is permitted to have sheltered housing for only women who are subjected to violence.
- Some jobs and internships may demand that you are 18.
- It is permitted to treat patients differently based on different needs as a result of their sex.

Areas Where the Law Should Be Strengthened

There is a ban against discriminatory treatment for the publicly employed. This means that those who work in government agencies, parliament, county councils and municipalities can't treat anyone in a discriminatory manner.

Examples include:

- A judge
- A Police officer
- Someone who works in customs
- Caseworkers at Migrationsverket (Swedish Migration Agency) or Skatteverket (Swedish Tax Agency)
- A politician in parliament or a municipality

WHAT COUNTS AS DISCRIMINATORY TREATMENT?

Being treated badly when asking for advice, information or guidance from someone who has public employment and that their bad attitude has a connection to a ground of discrimination. Examples include:

- An employee at Skatteverket uses racist and degrading language when speaking to you on the phone.
- A caseworker at Migrationsverket is rude to you and makes comments that express contempt towards disabled people.

JUST THE TREATMENT, NOT DECISIONS

The ban only covers the treatment. Which is to say how the information or advice is given, and no more. If the actual information or decisions that were made are conceived as unfair nothing can be done with help from the Discrimination Act.

An example:

The Discrimination Act can only target the manner in which a police officer speaks to you. No discriminatory actions, such as making decisions or investigating reports, can be refuted by the Discrimination Act. The authors of the book think this is wrong and we think the law should be strengthened in this respect.

But – there are other laws. Discriminating decisions made by the police or the legal system can be challenged through implementing other laws than the Discrimination Act.

HAVE YOU BEEN SUBJECTED TO DISCRIMINATING TREATMENT BY SOMEONE WHO IS PUBLICLY EMPLOYED?

- Report to the government authority in question
- If you have been subjected to what you believe is a discriminating decision made by the police you can report it to JO, Justitieombudsmannen. The form for making a report can be found at www.jo.se
- Contact an anti-discrimination office if any uncertainty arises. We would like to know how often this occurs. Perhaps we can work together to strengthen the law?

Other laws can be used!

In 2013 it was revealed that the police in Skåne had kept a secret register of Romani people. The police register had included around 4 700 names and personal information. One fourth of the people registered were children. Many weren't even living in Skåne and more than 200 were already dead. Many had never been charged or convicted of a crime. But almost all of them were Romani.

The organization Civil Rights Defenders (CRD) sued the government claiming that the police had broken the Police Data Act.

CRD carried out a so-called class action in which they represented 11 Romani individuals whose names were included in the register.

CRD won the case against the government. Finally, the verdict was passed that stated that the register was ethnic discrimination and therefore illegal. In 2017, everyone whose name had been included on the list was given the opportunity to claim damages as restitution for the serious violation.

If the government would have appealed the verdict of the court, CRD would have proceeded to use the European Convention on Human Rights, ECHR.



Reporting Discrimination

Where can you report discrimination? The short answer is at the anti-discrimination office nearest you. We can provide you with advice and instructions on how to go about the reporting and explain for example the responsibilities of a school.

The offices can offer different kinds of support. If for example you have been subjected to discrimination and want support in reporting it some offices can sit in on the conversation between you and the person in charge where the discrimination occurred. Although uncommon, an anti-discrimination office may help you to bring charges in court, if that is what you want to do.

At Malmö mot Diskriminering (MmD) our first step is to come up with a solution together with the person in charge, such as the principal if the discrimination occurred at a school. But sometimes no agreement can be reached. If so, court can be the final resort to set things straight. Then there must exist sufficient grounds or evidence to support the case. Many cases wouldn't "hold up" in court, most often as a result of lacking evidence. In those cases it is better to aim for another solution.

COURT:

If the case is taken to court the anti-discrimination office must produce evidence that proves that the person who has reported discrimination has in fact been subjected to discrimination. Following that, the person accused of discrimination must prove their innocence. If the person accused fails to do this they can be sentenced to pay a fine (discrimination compensation) to the victim of the discrimination.

A COURT CASE WON BY MMD:

For several years, a student was subjected to harassment by other students because of her ethnicity and gender. Years later when she was no longer a student at the school, she took the case to court with the support of MmD, and won.

The verdict from the district court established that the school had not carried out a sufficient investigation following the harassment. It also stated that the school hadn't done enough to put an end to the harassment. Since the case concerned a public school the municipality was, as head of the school, ordered to pay a fine to the student.

Money can't change what happened or erase the pain. But hearing the people in charge of where the discrimination happened acknowledge their wrongdoing and confess that "What happened was not okay.

The school should have done more” can make a difference for the victim. This is what the student herself had to say: “It gives me strength that can hopefully contribute to my healing process. Perhaps it can also give others hope who are in a similar situation so they too will dare to take action and take it to court”.

Don't wait!

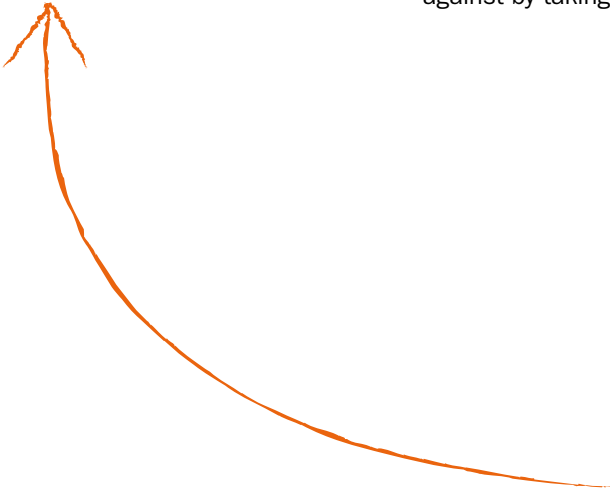
Contact an anti-discrimination office as soon as you can. It takes time to process everything that has happened and to gather evidence. That is why it is better if it hasn't been very long since it happened.

SMALL NON-PROFIT ORGANIZATIONS

The anti-discrimination offices are non-profit organizations that have to struggle to receive financial support. It is central for us to be able to offer advice free of charge over the phone to people who have been subjected to discrimination, however we don't always have the resources to process a case.

THE EQUALITY OMBUDSMAN

In Sweden there is a government agency in charge of ensuring that the Discrimination Act is followed. It is called DO, The Equality Ombudsman. Many anti-discrimination offices are critical to the fact that DO doesn't help more people who have been discriminated against by taking their cases to court.



Gather Evidence

When you feel like you have been subjected to discrimination, try to write down what happened as soon as possible after the incident. You can for example write it down in a diary. It makes it easier to remember, and easier to prove what happened to you.

Some tips:

- Describe your experience of being discriminated against and write down as many details as possible.
- Save emails and text messages where you have discussed the discrimination with someone.

Did someone else witness the incident? Perhaps a friend? Or someone standing next to you but who you don't know? They can be a good witness!

- Ask them for their contact information.

WHEN DISCRIMINATION HAS HAPPENED AT SCHOOL

The first step is always to tell a teacher or the principal. Hopefully that leads to you getting help. But sometimes things aren't that easy. If you aren't taken seriously when telling your principal about the discrimination, it may unfortunately be necessary to think about gathering evidence.

Tips:

- Ask someone to come along when you tell the teacher or principal.
- Email the teacher and principal so there is written proof. Save all emails.

Besides the fact that it may feel easier to have a classmate go with you, you will also have one more person who can confirm that the school found out about what happened and the day you went to tell them. When you send an email there is material to show exactly when the school found out what happened to you.

DID IT TAKE PLACE ONLINE?

- Take screenshots of photos and messages.

IS THERE SOMEONE WHO WORKS AT SCHOOL WHO IS DOING THE DISCRIMINATING?

- Record the conversations

It is permitted to record a conversation in secret if you are in the conversation yourself. This is the case if you are speaking to the school in person or over the phone.

To start a recording device and then leave the room is unlawful eavesdropping. This means that it is only allowed to record a conversation as long as you are part of it. This includes if you are present in the room or if it is you who is speaking to someone over the phone.

The Law is On Your Side

Experiencing discrimination can lead to feelings of guilt or shame. It can cause you to feel “uncomfortable in your own skin” as a student expressed it in the clouds of thought. But the blame NEVER belongs to the victim.

What if we could reverse the feelings and draw strength from the discomfort. Speak up! Protest against those who have discriminated towards others. The world needs more young people who dare to face being uncomfortable and fight for our rights. It is important that the experiences of young people are seen and heard.

If you feel like you’ve been treated unfairly it is YOUR experience that counts. Always confide in an adult you trust about what happened. It can also feel good to talk to friends about it.

Remember – the law is on your side.

The law is far from perfect but it is one tool that we can use to battle discrimination. More people who work with equality are needed. You who are reading this right now can become one of the people who change the laws and society for the better.



List of Laws

NAME OF LAW:

- § Discrimination Act
- § Education Act
- § Tenancy Act (Hyreslag)
- § Police Data Act
- § Increase in the severity of penalty-rule
- § Agitation against ethnic group
- § Unlawful Discrimination
- § Sexual Molestation
- § Unlawful photographing in violation of privacy
- § Unlawful Eavesdropping
- § United Nations (UN) Universal Declaration of Human Rights
- § UN Convention on the Rights of the Child (CRC)
- § European Convention on Human Rights (ECHR)
- § Charter of Fundamental Rights of the European Union

ORIGINAL NAMES:

- Diskrimineringslag*
(2008:567)
- Skollag* (2010:800)
- Jordabalk* (1970:994), chapter 12
- Polisdatalag* (2010:361)
- “Straffskärpningsregel”*
29 chapter 2 § brottsbalken (1962:700)
- Hets mot folkgrupp*
16 chapter 8 § brottsbalken (1962:700)
- Olaga diskriminering*
16 chapter 9 § brottsbalken (1962:700)
- Sexuellt ofredande*
6 chapter 10 § brottsbalken (1962:700)
- Kränkande fotografering*
6 chapter 6 a § brottsbalken (1962:700)
- Olovlig avlyssning*
4 chapter 9 a § brottsbalken (1962:700)

TIPS!

Google the name of the law. Then check that the site is credible, for example riksdagen.se

It can be hard to understand legal documents. Often a single word can have a big impact on how the law should be interpreted. The anti-discrimination offices are happy to help you.

Malmö mot Diskriminering

Malmö mot Diskriminering, MmD, is an anti-discrimination office. “Anti” means against and MmD works to counteract discrimination. MmD is a non-profit organization with an outreach in southern, mid and northeastern Skåne.

The lawyers at MmD are experts on the Discrimination Act and can give you advice, completely free of charge.

We often get calls from parents who are worried about unfair treatment towards their children. You can also contact us directly.

You can email or call every Wednesday between 12 to 18 o'clock.

MmD carried out the project Diskriminering mot Barn och Unga (Discrimination against children and youth) with financing from Arvsfonden between May 2016 and April 2019. This book is one of the results from that project.

TALK WITH US!

TELEPHONE: 040 636 51 40

EMAIL: radgivning@malmomotdiskriminering.se

WEBSITE: www.malmomotdiskriminering.se

Anti-discrimination Offices in Sweden

Up North

Rättighetscentrum Norrbotten:

0920-25 99 85,
rattighetscentrum.norbotten@sensus.se

Rättighetscentrum Västerbotten:

090-14 27 68,
rattighetscentrum.vasterbotten@sensus.se

In the Middle

Rättighetscentrum Dalarna:

070 497 78 04
rattighetscentrum.dalarna@sensus.se

Diskrimineringsbyrån Gävleborg:

070 578 31 27
gavleborg@diskriminering.org

Agera Värmland:

0707 - 88 59 31
diskriminering@bfciv.se

Way down South

Antidiskrimineringsbyrån Uppsala:

018 66 19 60
adu@sensus.se

Antidiskrimineringsbyrån Stockholm Norr:

072 083 54 24
kontakt@antidiskrimineringstockholm.se

ADB Stockholm Syd:

08 531 911 10
syd@adb-stockholm.org

Diskrimineringsbyrån Humanitas (Sörmland och Västmanland):

016 13 23 25
info@humanitas.se

Örebro Rättighetscenter mot diskriminering:

019 18 40 18
info@rattighetscenter.se

Byrån mot diskriminering i Östergötland (Norrköping och Linköping):

011 – 10 71 31
info@diskriminering.se

Antidiskrimineringsbyrån i Trollhättan:

0520 834 53
integrationsforum@telia.com

Göteborg rättighetscenter:

073 856 44 00
radgivning@gbgrc.se

Antidiskrimineringsbyrån Sydost (Kalmar):

073 314 33 26
info@adbsydost.se

Antidiskrimineringsbyrån Norra Skåne:

042 28 48 45
info@adbnorraskane.se

Malmö mot Diskriminering:

040 636 51 40
info@malmomotdiskriminering.se

TIPS!

WANT TO LEARN MORE?

- FUB, For children, youths and adults with intellectual disabilities | fub.se | Youtube: [fubtv](https://www.youtube.com/channel/UCvubtV8v8v8v8v8v8v8v8v8)
- Förbundet Unga Rörelsehindrade ungarorelsehindrade.se | [@ungarh](https://www.instagram.com/ungarh)
- Sveriges nationella minoriteter och minoritetsspråk | Minoritet.se
- NSPH, Nationell samverkan för psykisk hälsa nsph.se | [@vaxaochmabra](https://www.instagram.com/vaxaochmabra)
- Raseriet – Podden med Amie och Fanna acast.com/raseriet | [@raserietpodden](https://www.instagram.com/raserietpodden)
- RFSL Ungdom | rfslungdom.se | [@rfslungdom](https://www.instagram.com/rfslungdom)
- Riksförbundet Attention attention.se | Youtube: [AttentionPlay](https://www.youtube.com/channel/UCvubtV8v8v8v8v8v8v8v8v8)
- Sveriges koloniala historia | Sametinget.se
- Transammans - förbundet för transpersoner och närstående transammans.se | [@transammans](https://www.instagram.com/transammans)
- Transformer | transformering.se

Sveriges Radio

- P3 Dokumentär, Ockupationen av socialstyrelsen
- Avgörande ögonblick, Kerstin
- Hesselgren - en av de första riksdagskvinnorna

UR Skola

- Barnministeriet dokumentär "People of Color i Lund"
- Min samiska historia "Vi är alla lika"
- Nathans judiska historia
- Nationen: Svensk slavhandel
- Romernas historia 1900-tal "En skola för alla?"
- Scener ur Svenska hijabis "Besattheten av slöjan" episode 10 out of 11
- Tänk till: Melanin
Youtube: [Tänk till](https://www.youtube.com/channel/UCvubtV8v8v8v8v8v8v8v8v8) | [@tanktill](https://www.instagram.com/tanktill)

Does the Staff At Your School Need to Read Up?

antidiskrimineringuppsala.se

Verktysboken PraLin: praktiskt arbete med lika rättigheter i skolan

antisemitismdaochnu.se

SKMA and Forum för levande historia

bildersmakt.se

Kunskapsbank om rasistiska stereotyper

do.se/om-diskriminering/publikationer/

Representationer, stereotyper och nyhetsvärdering – medianalys om representationer av muslimer i svenska nyheter



Malmö
mot
Diskriminering