



HONOR-RELATED PROBLEMS IN SCHOOL

TEACHERS' STRATEGIES AND APPROACHES
FOR PREVENTION AND IDENTIFICATION

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Recent studies indicate that approximately 10- 20% of girls and boys in the 9th grade in Sweden are affected by honor-related problems (HRP). The results from these studies also show that these children tend to turn to their teachers with these specific issues. However, there is limited research concerning HRP and especially in a school context focusing on the perspective of teachers. Consequently, the aim of this thesis was to explore how HRP are approached by teachers in a school context, by focusing on their knowledge and experiences. Semi-structured interviews were conducted to understand the teachers' ideas and perceptions of this issue. The five interviewed teachers had all taken part in a learning-opportunity about HRP. To understand why the teachers approached and understood HRP the way they did, the theory of coping was used. The result shows that the teachers feel as their learning-opportunity was essential for identifying, discovering, and preventing HRP. Despite this knowledge, the interviewees experienced HRP as unfamiliar, sensitive, intimidating, and difficult to detect. Therefore, coping with HRP was perceived as challenging and threatening. This led to a cautious approach, where the teachers distanced themselves from the issue and tried to avoid dealing with it. Further, the result also showed that the teachers seemed eager to improve their preventive and identifying skills and will continue to raise awareness in the classroom. A crucial task for future research will be to identify effective strategies for the identification and prevention of HRP in a school environment.

Keywords: coping strategies, honor-related problems, identification, prevention & school.

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1. INTRODUCTION

My parents' view of the school was that it was good if I could learn to read and write to become their link into Swedish society since they were illiterate. But any higher studies than that, they didn't think I needed. You don't need education to take care of a man and children. [...] I was hugely divided and very confused and had to live a double life, all to satisfy both cultures' expectations of me as a young woman¹.

When Fadime Sahindal was murdered by her father in 2002 it shed light on crimes related to honor. Her name still echoes in Sweden, 18 years later. The awareness-raising of honor-related violence began growing at that time and has since then resulted in countless publications in news media, increased knowledge, specialized organizations, and new laws.² Today, we are aware that the violence used to maintain norms of honor is multifaceted and not only consist of physical violence but also psychological and social violence.³ This violence aims to restore a family's damaged honor and since this honor often is defined in relation to a larger collective, it is not uncommonly committed in public.⁴

According to recent reports in Sweden, approximately 10-20 % of fifteen-year-olds are exposed to honor-related oppression,⁵ and this limits their freedom in different ways. Aside from the physical violence, limitations, and violence in terms of isolation, threats of different kinds, verbal abuse, or highly restricted rights are examples of social and psychological violence. What the reports also show is that students tend to address teachers with their honor-related problems.⁶ The school context is interesting because it is a place where students spend a lot of time, and for some students it functions as a free and safe space.⁷ Additionally, secondary school is a critical time of their development as adolescents.⁸

Since students affected by honor-related problems tend to turn to teachers, the school context could be valuable for prevention and identification. In addition, the Swedish school is an important arena for enshrining children's equal rights.⁹ Despite the expansion in numbers of children affected by honor-related problems in Sweden and their risk being victims of a crime, this is a neglected subject of research.¹⁰ Therefore, this thesis intends to contribute with new research on this topic within criminology. The study is based on qualitative interviews focusing on teachers' experiences and perceptions of honor-related problems.

¹ Sahindal F, (2002) *Fadimes hela tal i riksdagen*. Downloaded:10/2-2020.

² Darvishpour M & Lahdenperä P, (2014) *Honour-related problems in school contexts in Sweden: theoretical perspective and prevention*. Västerås: Mälardalen university

³ Björktomta S B, (2019) Honor-Based Violence in Sweden – Norms of Honor and Chastity. *Journal of Family Violence*, 455-56.

⁴ Cinthio, H, Enelo, J M, Strid S, Bainsstovu, R I, (2018) *Det hedersrelaterade våldets och förtryckets uttryck och samhällets utmaningar*. p. 17.

⁵ Ibid. & Ghadimi M., Gustafsson, S. *Ung 018 – En kartläggning av hedersrelaterat våld och förtryck bland unga i Uppsala*. Uppsala: TRIS - Tjejers rätt i samhället. 2019, p. 49.

⁶ Cinthio et al., (2018).

⁷ Ibid.

⁸ Darvishpour & Lahdenperä, (2014).

⁹ Ibid.

¹⁰ SOU, (2010) *Hedersrelaterad problematik i skolan - en kunskaps- och forskningsöversikt* (2010:84). Stockholm: Regeringskansliet.

¹¹ Ibid.

1.1 Aim and research questions

This thesis aims to explore how honor-related problems are approached by teachers in a school context, by focusing on their knowledge and observations. The research questions of this thesis are:

- What are the teachers' experiences and understandings of honor-related problems in the school context?

- What strategies and approaches do the teachers use to deal with honor-related problems?

2. DEFINITION AND CONTEXTUALISATION

Before introducing definitions of honor-related violence (HRV), it is important to underline that the concept “honor-related violence” will be used with caution in this thesis, since there is nothing honorable about abuse in any form.¹¹ HRV is the most established concept in previous research and will be applied together with the term honor-related problems (HRP). HRP is used exclusively in the chapter of the result since the interviewees mostly talk about social and psychological violence.

The Swedish Government defines HRV as violence and oppression rooted in “gender, power, sexuality and cultural ideas of these”¹². HRV is a way to control girls’ and women’s sexuality, strongly connected to the collective. Limiting their freedom of movement, choices of clothes and who and when to marry are all examples of how their everyday lives and choices are controlled. The Swedish Government understands HRV as related to culture and religion, but not to any specific culture or religion. A characteristic of honor-related norms is how the “ideas of innocence and virginity are the focus and the reputation of the family [and] are seen as depending on the actual or alleged behavior of girls and women”¹³. This definition is used in this thesis. It also includes boys and men as victims and the understanding of HRP primarily as a violation of human rights.¹⁴

In Sweden, there are few official records of HRP, but two reports have collected data by using surveys, focusing on youths and their experiences. The latest survey, at the time of writing, shows that 20% of the girls and 10% of the boys in the 9th grade in Uppsala, experience “virginity requirement”¹⁵. This requirement means that they are not allowed to have sex with anyone before marriage. Of these girls, 26% stated that they are not allowed to choose partners themselves.¹⁶ The second survey maps to what extent honor-related norms and oppression affect pupils in the 9th grade. In Stockholm, 7-10% of the youths are affected, in Göteborg 8-13% and Malmö 9-20%.¹⁷ It is important to remember that the dark figure of honor-related problems and crimes is expected to be much larger.¹⁸

¹¹ Blum E, Braide R, & Heinonen T, (2016) Service Delivery Considerations in Dealing with Honour-based Violence. *Canadian Ethnic Studies* 48(3) 129-148.

¹² Skr. 2007/08:39. *Handlingsplan för att bekämpa mäns våld mot kvinnor, hedersrelaterat våld och förtryck samt våld i samkönade relationer*. p. 12

¹³ Ibid.

¹⁴ Björktomta, (2019).

¹⁵ Ghadimi & Gustafsson, (2019).

¹⁶ Ibid.

¹⁷ Cinthioet al., (2018).

¹⁸ Yourstone J, Axelsson J, Hildeby Kellgren F, Söderborg J & Eriksson L, (2018) *Forskning och utvärdering inom Kriminalvården Hedersrelaterat våld och förtryck – mot förbättrad kunskap om förövarna*. Kriminalvården.

3. PREVIOUS RESEARCH AND THEORY

The research exploring HRV in schools is highly limited, especially interviews with teachers in this context.¹⁹ This necessitates studies, such as this thesis, to contribute with new findings. In this chapter, previous research relevant to this thesis will be reviewed. This research is chosen based on its closeness to this thesis aim. The last part will introduce the theoretical framework used in this thesis.

3.1 Social professions and honor-related problems

Lidman and Hong conducted 111 surveys to investigate how anti-violence professionals in Finland are managing HRV.²⁰ Their findings emphasize the need for greater knowledge on recognizing victims of HRV and managing these issues. In a Swedish context, this lack of knowledge seems to exist as well. Cinthio's et al. report,²¹ interviewed employees at the social service in Malmö. Cinthio et al. found that the lack of resources resulted in not taking HRV seriously, and the employees experienced that they did not have time enough to work with this issue.

Siv-Britt Björktomta interviewed a variety of professionals, all who worked with girls or young women daily.²² Her report emphasizes the complexity of HRV and the perceptions surrounding it. The interviewees said it was challenging with the "demarcation between honor-related violence [and] 'just' ordinary abuse"²³. Some of the social professions were also expressing the difficulty of drawing the line between honor-based oppression and cultural traditions. If they were perceiving it as the latter, it was interpreted as acceptable. Further, Björktomta's findings demonstrate that there was no unified definition of HRV at these workplaces, which negatively affected the identification and prevention of victims. This is highlighted in other studies as well.²⁴ These three studies all point towards a unified definition, a greater understanding of HRV and increased resources to predict, prevent, and treat these issues.

3.2 Teachers coping with child maltreatment

This section reviews studies based on school contexts and children exposed to violence at home but not specifically HRV. Scientific articles concerning teachers' dealings with children exposed to domestic violence is a subject far more researched than teachers coping with HRV. These studies argue for the importance of school as a valuable institution for the protection and recognition of children who are victims of bad home conditions.^{25, 26} They are also illuminating the many

²⁰ Lidman S & Hong T, (2018) "'Collective violence' and honour in Finland: a survey for professionals", *Journal of Aggression, Conflict and Peace Research* 10/2 261-71.

²¹ Cinthio et al., (2018).

²² Björktomta S B, (2016) Personalens möten med utsatta flickor – arbete mot hedersrelaterat våld. *Research Department's Working Paper* 48 7-71.

²³ Ibid. p. 36

²⁴ Hoppstadius H, (2018) What is the problem? Representations of men's violence against women in a Swedish context. *Multidisciplinary Journal of Gender Studies*, 7(3)1684-708.

²⁵ Münger A C & Markström A M (2018) Recognition and identification of children in preschool and school who are exposed to domestic violence, *Education Inquiry* 9(3), 299-315.

²⁶ Gilbert R, Spatz Widom C, Browne K, Fergusson D, Webb E, Jansson S, (2009) Burden and consequences of child maltreatment in high-income countries. *The Lancet* 373 68-81.

challenges the teachers experience. One challenge, for instance, is the general shortage of knowledge to identify these children. Ruth Gilbert et al., from the U.K., also highlights this issue in the article *Recognising and responding to child maltreatment*,²⁷ where they review research on this theme. The authors conclude that this lack of awareness can result in under-reporting children to child protection services. Additionally, they find the perception that reporting might do more harm than good, and therefore they avoid reporting. This result can be found in a Swedish study where 12 teachers are interviewed about the decisions to file a report of child abuse to child protection services.²⁸ Besides the previously mentioned obstacles, the interviewees were especially worried that this might result in conflicts and poor relationships with the parents. This conclusion is repeated in another Swedish study,²⁹ as well as an American study.³⁰ As Janson and Svensson ask: “whose rights are utilized when preschool staff suspect child maltreatment—the rights of the adult or the rights of the child?”³¹. These obstacles and fears are necessary to correct to avoid under-reporting.

3.3 Honor-related problems in school

As mentioned before, the existing research on HRP in the school context is meager. A few reports exist, but most of these are not peer-reviewed and are based on legal documents or surveys.³² Peer-reviewed studies where teachers have been interviewed in school, could not be found the time of writing, neither in a Swedish context nor globally. Except for the reports presented earlier, there are three articles of interest for this thesis. In one article,³³ 53 principals were interviewed about how they deal with HRP, which are dilemmas they cope with daily. The principals handled requests from the students’ parents concerning limiting their children’s participation in school activities. This could be, for example, swim classes in the presence of boys, or excursions outside school. The strategies the principals used to approach this depended on their knowledge about HRP and experiences as principals. The more knowledge and experiences they possessed, the more they denied the parents’ demands influenced by honor-based norms.

Further, Alizadeh et al. interviewed school welfare staff on how they manage HRP affecting teenage girls in school.³⁴ The result mirrors the complexity of HRP. The staff strived to help at-risk girls but felt hampered by previous bad experiences with social services, the girls’ loyalty to their family, and their difficulty in interpreting the seriousness of the situation.³⁵ The authors argue for the importance of the school’s role in managing HRP and the lack of resources to do so. Lastly,

²⁷ Gilbert et al. (2009).

²⁸ Markström & Münger, (2017).

²⁹ Svensson B & Janson S, (2008) Suspected Child Maltreatment: Preschool Staff in a Conflict of Loyalty. *Early Childhood Education Journal* 36, 25–31.

³⁰ Alvarez, K, Donohue B, Maureen K, Cavanagh N & Valerie R, (2005) The process and consequences of reporting child maltreatment: A brief overview for professionals in the mental health field. *Aggression and Violent Behavior* 10(3) 311-31.

³¹ (2008). p. 29.

³² Björktomta, (2019).

³³ Norberg, K & Törnsén, M, (2013) In the name of honor: Swedish school leaders’ experiences of honor-related dilemmas. *Journal of Educational Administration* 51 855-67.

³⁴ Alizadeh V, Törnkvist Lena & Hylander I, (2011) Counselling teenage girls on problems related to the 'protection of family honour' from the perspective of school nurses and counsellors. *Health & social care in the community* 19(5) 476-84.

³⁵ Ibid.

Darvishpour et al. wrote a research overview³⁶ about HRP in schools by request of the Swedish government, and they agree that this theme is neglected in research. Together with Alizadeh et al., they argue for the need for more studies on how to best tackle these existing problems.

3.4 Theoretical Framework

Coping is a widely used psychological concept in various scientific fields and one growing body of research studies how employees cope with stress at their workplace.³⁷ This also includes teachers' coping with stressful situations in a school context.³⁸ These studies' results demonstrate the importance of effective strategies since this affects their well-being and commitment as teachers.³⁹ Folkman and Lazarus' book⁴⁰ *Stress, Appraisal, and Coping* (1984) will be used as a theoretical framework in this thesis, together with Brattberg's development of this theory.⁴¹ This theory is chosen based on this thesis' aim and research questions, focusing on the teachers' experiences and understandings, and how these affect their strategies of approaching.

Folkman and Lazarus define coping as: "Constantly changing cognitive and behavioral efforts to manage specific external or internal demands that are appraised as taxing or exceeding the resources of a person"⁴². They consider coping actions as contextual and changeable, which means an individual's strategies change with the circumstances. How an individual copes depends on his or her personality and resources.⁴³ Brattberg⁴⁴ divides resources into external and internal resources, where the external coping resources are socio-economic factors and social networks, and the internal resources are about confidence, energy, and trust. She also emphasizes that the coping strategy is affected by age, gender, and education. This ability develops in childhood, and then continues to grow throughout the life course, depending on structural and individual changes.⁴⁵

It is valuable to remember that a threatening or stressful situation will be perceived differently by different persons, making the level of experienced stress or threat very subjective. Therefore, a situation is formed by the general perceptions surrounding it and the individual meaning ascribed to it. According to Folkman and Lazarus, this needs to be researched in a specific context.⁴⁶ In this study this context is the school. The coping functions that will be used to analyze the results in this thesis are emotion-focused coping and problem-focused coping.

Emotion-focused coping (EFC) is a strategy used when a situation feels threatening or too challenging to resolve. Instead of removing the source of stress, EFC is

³⁶ SOU, (2010:84).

³⁷ Muhonen T & Torkelson E, (2011) Exploring Coping Effectiveness and Optimism among Municipal Employees. *Psychology 2(6)* 584-589.

³⁸ Nasser-Abu Alhija F, (2015) Teacher Stress and Coping: The Role of Personal and Job Characteristics. *Procedia - Social and Behavioral Sciences 185* 374-80.

³⁹ Edward J C & Betoret F D, (2006) Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology 26* 519-539.

⁴⁰ Lazarus R S, Folkman S, (1984) *Stress, appraisal and coping*. New York. Springer publishing company.

⁴¹ Brattberg, Gunilla (2008). *Att hantera det ohanterbara: om coping*. Stockholm: Värkstaden

⁴² Lazarus & Folkman, (1984), p. 41.

⁴³ Lazarus & Folkman, (1984).

⁴⁴ Brattberg, (2008).

⁴⁵ Ibid.

⁴⁶ Lazarus & Folkman, (1984).

reducing the distress associated with the source. This strategy aims to preserve optimism and hope and is often used “to abide with”⁴⁷ the situation, rather than change it since it feels unchangeable. EFCs are strategies of avoidance, distancing, minimizing, self-blaming and selective attention. This is used to diminish the threat by “changing the meaning of the situation”⁴⁸. *Problem-focused coping* (PFC) is aiming to solve the issue by defining the problem, formulating other solutions, inspecting the costs and benefits of these options, and acting accordingly.⁴⁹ Thereby, compared to EFC, PFC is a strategy intending to eliminate the threatening situation. What the specific actions are, depends highly on the context of research. PFC and EFC can appear concurrently, but EFC seems to begin and then proceed to a PFC-strategy when something external, e.g. the environment, or internal, e.g. their motivation, has changed.⁵⁰

⁴⁷ Brattberg, (2008).

⁴⁸ Ibid.

⁴⁹ Lazarus & Folkman, (1984).

⁵⁰ Brattberg, (2008).

4. METHOD

4.1 Design

The choice of method can be understood based on this thesis aim and research questions. Since this study is investigating the teachers' experiences and perceptions, interviews are a suitable method. Martyn Denscombe writes that interviews are an excellent approach to understand subtle and complex phenomena which in this case, are the interviewees experiences and perceptions.⁵¹ Furthermore, semi-structured interviews contribute with additional exploration of, and openness to, the interviewee's experiences.⁵² Since most research on HRV is based on surveys and studies looking at teachers and their experiences are limited, this qualitative approach aspiring to collect new data is well-motivated.⁵³

4.2 Sample and procedure

The criteria used when selecting the individuals to interview is teachers in Skåne teaching children in junior high (the ages of 15-18 year). Additionally, one criterion was that they must have attended one or more courses about HRP. To reach out to these teachers, a gatekeeper was found who helped to select and approach individuals based on the above criteria. A gatekeeper has the purpose of allowing people into an institution they usually do not have permission to enter.⁵⁴ This gatekeeper is a trusted researcher, already permitted into schools for research. She was contacted along with four other experts on HRP as a pre-study, in order to learn more and discover knowledge gaps.⁵⁵ She provided contact details to 12 different individuals employed at four different schools. Seven of these individuals were contacted, who all met the criteria. This method of selection is called convenience sampling⁵⁶ since the individuals who were the most available of the most accessible were interviewed.

These seven intended interviewees were contacted via e-mail with a detailed request concerning the aim of the thesis (Appendix A), including the interview questions (Appendix B) and the information letter (Appendix C). Five of these teachers wanted to take part in the study. They are employed at three different junior high schools. The age range of the interviewees was large. The interviewees decided on the place and time of the interview. They all agreed to be recorded, and the recorded data constitute 429 minutes (more than 7 hours). All recordings were deleted after the transcription. The interviews were conducted in Swedish and then translated. Some small linguistic corrections were made to make the quotes easier to read.

4.3 Validity, reliability, and generalizability

Validity, reliability, and generalizability are concepts that can be understood as interwoven and interdependent in a qualitative study.⁵⁷ They are essential for a reliable and transparent result where the researcher's interpretation feels trustworthy.⁵⁸ This has been fulfilled by a balance between quotes from the

⁵¹ Denscombe M, (2016) *Forskningshandboken*. Lund: Studentlitteratur.

⁵² Ibid.

⁵³ Kumar R, (2014) *Research Methodology: A Step-by-Step Guide for Beginners*. 4th Ed., London: SAGE.

⁵⁴ Denscombe M, (2008). *Forskningens grunder – Samhällsforskarens handbok i tio punkter*. Lund: Studentlitteratur.

⁵⁵ Aspers, P, (2011). *Etnografiska metoder - Att förstå och förklara samtiden*. Malmö: Liber

⁵⁶ Bryman A, (2001) *Samhällsvetenskapliga metoder*. Malmö: Liber ekonomi.

⁵⁷ Davidsson B & Patel R, (2003) *Forskningsmetodikens grunder*. Lund: Studentlitteratur.

⁵⁸ Davidsson & Patel, (2003).

interviews and the interpretation in the results, as well as sharing quotations from all five interviewees.⁵⁹ A qualitative study does not seek to reach generalizability, but to get a deeper understanding of human thoughts and perceptions. The aim is not to get a result of how many people perceive a phenomenon in a certain way. The aim is to explore different approaches to the world.⁶⁰ Therefore, the strength of a qualitative study is not the size of the sample, but the relevance of the sample generating a high power of information and saturation.⁶¹ The relevance of this thesis' sample is connected to the aim of this thesis. It is also related to how specified the sample is.⁶² Teachers who have undergone education related to HRP must be considered as a specific sample related to the topic. The starting point has been to ensure that the research process is transparent by steadily approaching the referenced material and collecting data critically and reflexively.⁶³ This increases the reliability of the study.

4.4 Data analysis

Together with the theoretical framework, a thematic analysis has been used to analyze the interviews. This is suitable when analyzing semi-structured interviews aiming to find categories and understand phenomenon⁶⁴ by looking at *what* the interviewees say, rather than *how* they say it.⁶⁵ After the interviews were transcribed verbatim the same day they were conducted, the text was read repeatedly to develop a deeper understanding of the meaning and discover patterns.⁶⁶ Based on this thesis research questions and aim, particular words and sentences were highlighted. With this process, four distinct key themes emerged; “experiences”, “ideas”, “approaches”, and “strategies”. All highlighted quotes were divided under each theme. By reading the quotes after the categorization, sub-categories were formed under each theme.

4.5 Ethical considerations

As a producer of scientific knowledge, it is valuable and necessary to reflect on the ethical aspects of this production and the researcher's role.⁶⁷ Regarding the researcher bias, this thesis was not under the influence of any provision, sponsoring organization or salary.⁶⁸ Further, the first practical measure being made to ensure the ethical research process was to contact The Ethical Council at Malmö University. They gave their approval to proceed with this work. Besides this, the Science Council's demands⁶⁹ were followed. They are developed to protect the individuals who participate in studies. These demands⁷⁰ are, briefly, that the intended interviewees must be informed of the study's aim and how their participation is entirely voluntary (Appendix A). They were also guaranteed

⁵⁹ Kumar, (2014)

⁶⁰ Esaiasson P, Gilljam M, Oscarsson H, Towns A & Wängnerud L, (2017) *Metodpraktikan : konsten att studera samhälle, individ och marknad*. Göteborg: Wolters Kluwer.

⁶¹ K Malterud, VD Siersma & AD Guassora, (2016) “Sample Size in Qualitative Interview Studies: Guided by Information Power”, *Qualitative Health Research* 26(13) 1753-60.

⁶² Ibid.

⁶³ Kvale S & Brinkmann S, (2014) *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur.

⁶⁴ Downe-Wamboldt B, (1992) Content analysis: Method, applications, and issues. *Health Care for Women International* 13 313-321.

⁶⁵ Bryman A, (2001)

⁶⁶ Tesch, R, (1990) *Qualitative research: Analysis types and software tools*. Bristol, PA: Falmer.

⁶⁷ Kumar R, (2014)

⁶⁸ Ibid.

⁶⁹ See, for example: Eljertsson G, (2005) *Enkäten i praktiken: en handbok i enkätmetodik*. Lund: Studentlitteratur & Vetenskaprådet, (2017) *God forskningsed*. Stockholm: Vetenskaprådet.

⁷⁰ Ibid.

confidentiality during the research when managing their interviews and in the concluded thesis. The schools that these teachers work at are therefore not named. Pseudonyms are used in place of the teachers' actual names. The last demand is how the empirics are only allowed to be used in the specific context presented for the interviewees.⁷¹

⁷¹ Ibid.

5. RESULTS

5.1 The teachers' experiences and understandings of HRP

5.1.1 *The need for knowledge and the difficulty of detection*

Since all the interviewees participated in an educational occasion about HRP (see 4.2), they speak about a distinct *before* and *after* and how this shaped their experiences. According to the teachers, the knowledge they received from the education was essential. Sara describes the transformation this way:

I thought it [HRP] had to do with outright assaults and abuse and, in the end, the most extreme form of killing someone... I didn't understand that it is such a long, sliding scale and that's what I meant, that today I might have understood that I've seen a lot of this previously, but I didn't understand what I saw. Since I didn't know it could look that way...

One explicit difference *after* the learning opportunity is that the five teachers include material and discussions about HRP in their classes. All teachers,⁷² with Josef as the only exception, state that they did not talk about honor-related problems before and that this learning opportunity resulted in "more flesh on the bones". Maria argues that the awareness-raising of HRP could make this "an alternative for teachers" when detecting maltreated children, since she believes that many teachers are unaware of HRP as a form of maltreatment. Dalia says that: "I believe that it can open up things".

Despite the knowledge these teachers possess, they are still talking about the risk indicators of children affected by honor-related norms as "subtle", "hidden", and "difficult to detect". All interviewees believe that students affected by honor-related norms and oppression exist, more or less, "everywhere". Jasmine and Dalia have experienced the existence of HRP in different cities and schools, and Sara believes that it exists to an even greater extent "than we believe". Maria imagines that many of these students remain unnoticed and that she most likely overlooked them herself; "it must have been so if we look at the statistics. It must have been some time during my many years as a teacher...".

Based on the interviews, explanations could be identified as to why honor-related problems are perceived as difficult to detect. To begin with, Josef says: "I'm convinced that these students exist! They play along. They have one face in school, and another at home". He suggests that many students might adapt to a different set of values and roles, depending on the context's expectations, and thereby remain unnoticed. Sara is strengthening this idea by saying: "Loyalty lies within the family. This can be stated". She says that the unaccompanied boys who came here without their families are more open about their situation and easier to reach out to.

Further, the teachers share two additional experiences of why the students are hiding their vulnerability and do not openly speak about worries related to honor. The first idea is related to the children's acceptance of their situation. The second finding reflects the children's awareness of their situation and how they hide it because of insecurity and fear. Starting with the first, Jasmine says:

⁷² Since Dalia had her first learning opportunity almost 20 years ago, she could not recall the before and after, but believes it changed how she structured the classes. Further, Dalia states that it seemed to affect her colleagues since they were surprised it existed in their school.

The children, the youth, the person are part of this whole constellation and... even though the person may have answered my questions with positive answers, that "I'm happy, I'm fine" it would not have been... the person is still living under these norms. That's part of the problem, that they should accept...

Jasmine highlights the difficulty of identifying these children because of the children's acceptance and continues: "as long as the students don't see their living conditions as a problem, there is not much I can do". Sara argues for this being a strategy for avoiding harmful consequences: "As long as you come to terms with it, there are no problems". Her experience is that first when a student is opposing these norms, he or she might be at risk of punishments. Dalia has made similar observations regarding students' acceptance of HRP and says: "some students don't think it's that problematic" and how "some think that the parents do the right thing".

The second experience the teachers share is students who are aware of their situation but hide this issue for other reasons. Sara claims that many of the students are fully aware of their situation as problematic, but also believes "that this is not socially accepted in Sweden, so they speak quietly about it". This experienced stigma, combined with their loyalty to their family, seem to cause a worry about what might happen if they share their experience of possible honor-related problems. Sara mentions the fear of police and the idea of them arresting their parents or that it would affect their resident's permit. Further, Josef reflects on how the awareness of the stigma could silence the students since they might worry it can negatively affect their grades.

5.1.2 Identified warning signs of HRP

Despite the students' strategies to hide that they are victims of HRP, as well as the teachers' understandings of this as hidden, the interviews also show something else. Based on the teachers' experiences, two main ideas can be identified. These ideas are about risk indicators that the children express through external or internal signs of warning. The external signs exist in the child's surroundings. How parents or siblings act is the most common example based on these interviews. Dalia says:

I have had girls, when we went to the theatre together, they were picked up during the break because they weren't allowed to be out after 21. Even though they are 17 years old and the teachers are present. Then you are quite limited.

Jasmine meets parents who are open with their opinions of how they restrict their children's everyday life, saying: "In our country it is like this and we don't allow girls to swim together with boys". Sara mentions students not allowed to accompany excursions outside school. Further, Jasmine speaks about a girl who had to call her brother when they had an "open house" on a Saturday since he did not believe that she was at school on a Saturday. When he still did not believe her, the girl pleaded Jasmine to call and confirm this. Other restrictions the teachers observe and define as HRP are girls who are changing their clothes at school since they have specific clothing rules from their home, and how some girls' spare time is filled with more housework than their brothers. Sara has experienced parents "doing spontaneous visits" to control their children at school, despite this being against the rules. These are significant signs to be aware of, Sara says, since "this is nothing that the kids themselves communicate but you get that the problem exists".

Consequently, these external warning signs are often connected with internal signs, since specific behaviors might be shaped by honor-related norms from home. The internal warning signs come forth in the student's behavior. Maria says: "[...] you notice that some male students have arguments that you think that 'they must come from home', like... ideas about girls and boys and sex and the view of marriage". Regarding the internal risk indicators, "the way the students talk", is an example mentioned in all five interviews and is seen as a warning sign. This could be, for example, a conservative view of gender roles, attitudes on how you should dress and opinions whether you should have a relationship or not. Jasmine talks about one girl who is alienated from her classmates, and she interprets that the reason for this is "she is too free or not living according to these norms". She continues: "Both boys and girls maintain honor norms, like opinions of what other students are thinking, saying, and doing and not doing... using makeup... how they dress". Except for these subtle and obscure signs, the interviewees are united on the existence of internal risk indicators that are more explicit and "classic" signs of bad mental health. Dalia says:

For some students it is easier to go to the school nurse and say you have headache or menstrual pain or whatever you feel, than to say that 'I have troubles at home... and then this can emerge after a while if they go on frequent talks.

Maria, Dalia and Josef have all observed these "classic" warning signs when children are affected by HRP. Except for these physical issues mentioned in the quotation, the teachers have seen students who are "acting out" or who have "turned inwards" by becoming quieter and no longer smiling because of HRP.

5.1.3 The ideas of fear and perceived risks

The five teachers take this problem seriously and want to identify and prevent HRP among their students, even though they see this work as risky. All teachers, except Dalia, talk about their fear or others' fear to a great extent. They are united in HRP as a sensitive matter. Josef does not express his own fear, but speaks about the fear he believes other teachers experience:

They are a bit worried. And this is an old problem. They think that they say something wrong, and if there is one student in their group that has these ideas, the teacher risks, for example, assumed being racist or...

This corresponds with Jasmine's thoughts, saying that: "you are scared of being misinterpreted... in worst case you are called racist". Maria argues that honor as a concept is loaded with preconceptions: "like, if you suspect a student is mistreated, you also do kind of a racial profiling that 'you look like this, so maybe you...'", Maria talks about other concerns coloured by her prejudices and one thing she mentions is the fear of "helping one person and then you get fifteen persons against you". Maria continues:

What I think is a fear for me and my colleagues, and this is a thought coming from that we are talking about the collective structure, that if you go in and pick at it, it might no longer be a conversation between me and my student, but a whole other process where several people are involved, and maybe you don't... dare to do that.

Jasmine's fear is based on experiences from when she worked at another school and reported a girl who was a victim of honor-related oppression to the social services,

which made the situation worse, and the girl stopped coming to school. Furthermore, Sara argues that this fearful perception of HRP is dangerous and says it leads to a behavior of pretending that this problem does not exist. She summarizes her worry:

Instead of speaking about it... You don't want to step on anyone's toes, maybe you are uncomfortable yourself, you lack knowledge and don't know how to approach it. And then you do nothing. And that's probably the worst thing we can do.

5.2 Approaching strategies

5.2.1 A cautious and distancing approach

All five teachers are united on the value of discussing HRP with students and colleagues in public and research. However, they find this subject sensitive, as well as difficult to approach. Jasmine formulates it this way:

Like, I can be scared of insulting someone, or stepping on someone's toes. At the same time I know these are necessary questions. But it is a balancing act to know what question you should ask and when and how to ask them.

She says that you need to be sensitive and use your intuition to make a correct decision. Josef says: "I need to parcel it, so it doesn't get so provocative" and is very patient when approaching students affected by honor-related norms. Maria mentions that "you hold your breath" before HRP since it is interpreted as a delicate subject. Dalia repeatedly emphasizes the importance of not being too judgemental when approaching the students, and trying to be open and respectful, while being "extremely clear and [say] that it is not acceptable". Sara says she balances between facing HRP and not "imposing guilt or values":

It is really difficult, I think. Very difficult. You need to be aware of that I describe things based on our glasses, based on our culture and Swedish values and I might not share that with others. And that doesn't mean that I am always right [...] I think it is really difficult actually. Not to value.

Furthermore, as previously shown, all five teachers feel that HRP are often hidden, and simultaneously, they agree it is highly prevalent, based on their experiences and available statistics. Dalia, who has experiences of HRP to a great extent, does not perceive this as a problem in her current school:

I don't know if it is because the students here are trained to say nothing, because obviously, the problem exists here so there are many... so they are either better at hiding it or this school didn't create that climate. And I can't really answer that.

This quotation includes an awareness of how the problem statistically should exist but is not, despite this, explicitly visible at her school. Josef, Maria and Sara's perception of HRP is that it exists more at other schools and less at their school. This could of course be true but is remarkable since both Josef and Sara describe experiences of HRP, and Maria believes that she could have overlooked affected students. Jasmine mentions how HRP are often perceived by others as "something that takes place within the four walls of the home" and therefore is "a private

matter”. As Dalia puts it: “I get to accept that they might think it is... that they feel satisfied with the situation. I can’t just go in and say that ‘you can’t live like that’”.

Besides this cautious and distanced approach, the interviews themselves mirror the complexity of HRP. The teachers were often balancing their words and are anxious about how they express themselves. For example, the interviewees were careful not to be perceived as relativizing or categorical. Josef argues:

It might sound relativizing, but I’m actually doing everything not to relativize it. [...] You can imagine that if I have a broader definition of something whatsoever, it is not like I relativize it. But I don’t want to be categorical.

Another example of this is how Sara says that it is “many children who carry the family's dreams and then maybe we wouldn't call it honor culture, but we might call it something else” and at the same time, she says that “It is dangerous to have an overly cultural relativizing view. We can’t accept anything and say that ‘this belongs to that culture’”. This strategy of balancing was something that saturated all interviews. They were all aware of a perceived scale, where on one end, they risk being called a racist, and on the other end, as relativizing and not taking this seriously.

5.2.2 Strategies in the classroom

There are some direct and concrete measures that the interviewed teachers account for, but before describing these, general strategies of teachership and safe classroom environments will be presented. All five teachers speak about the importance of creating a safe classroom and the value of their role as teachers. Josef says:

An affective bond. Like the students need to see that I really care for him or her. I’m not his enemy. My mission includes this... talk about knowledge, convey knowledge. And secondly, like a fellow human.

Maria also emphasizes standing for “openness” and “relationship establishment” as a teacher. She says that it is crucial to create a class “where you feel it is okay to share your experiences, maybe not for the whole class, but maybe in a group and that you make a safe classroom”. A “safe classroom” is, according to Maria, distinct rules, mutual respect and that teachers and students are quiet when someone speaks, listen curiously, and do not laugh or diminish what they say. Sara agrees and highlights a possible effect of her teachership:

A lot of Swedish students have not understood that this [HRP] exist, they don’t get that their friends might live like that and that’s when many opened up and talked about it [...] and then I had to be careful with these students that they absolutely don’t have to tell anything and that it’s completely your choice... there are no expectations that you will share whatsoever, but they wanted to tell.

How students become aware of their situation is one effect the teachers talk about. Sara argues that these conversations in the classroom are eye-openers which makes HRP easier to identify and "that the students themselves discover it". Sara speaks about both a boy and a girl who have recognized themselves as victims of honor-related norms and oppression during her classes. Jasmine agrees about the importance of lifting these kinds of discussions on the lectures “to practice expressing views and argumentation. Then I can discover a lot of norms and the

[students] their norms that they live under”. This is precious for the work against HRP, since it could function on a preventive level, as well as an identifying level if the student becomes aware and feel comfortable sharing problems related to honor. Maria suggests how this awareness-raising might make students more aware of their surroundings and hopefully see and hear things outside the classroom, or among friends, where teachers are not permitted. Dalia argues for this age being particularly influenceable and believes that “you can awaken thoughts” and how HRP, at least, “hopefully disintegrates for each generation”. Sara summarize this preventive strategy effects like this:

These conversations could be preventive, since I mean, these youths are growing up and get married and get kids and then you can at least hope that they as parents wouldn't act the same. So you... it is as long-term perspective I think. Then you can change the structure from a distance.

Except for these awareness-raising strategies where the teachers lift HRP as a subject in their classes, the interviewees give examples of more concrete measures. Both Dalia and Sara mention a book,⁷³ which “opens up” for discussion about HRV. Instead of approaching the problem “from above” by saying “today we are going to talk about honor-related violence”, HRP can be integrated in the education. Sara says this might make the students discover that “it's not only me, but maybe a lot of people in this situation”. The webpage of Ungdomsmottagningen (the Youth Clinic) is one way for the students to learn about HRP without anyone finding out about it. Jasmine used a survey from an organization with her students about their own perceived freedom, if they are happy or sad and what they believe this is affected by. She then discussed the results with each student and got the chance to ask important questions. Dalia says it is a good idea to create space in the form of scheduling, which they call “study counselling”. It is not mandatory, but as Dalia says: “If we add things on their schedule the parents can see, it creates a space for the students to do something else”.

5.2.3 The need for school and societal efforts

The five teachers are urging for the school to be an essential place for students since it functions as a free zone, and also how their roles are valuable when students address issues. Jasmine says that “all teachers need knowledge about this” and that HRP need to get “another status” so all schools start to prioritize it. Dalia argues for this as well:

... education about honor [should] be a part of the teacher education, as well as the educations to become guidance and school counsellor, school nurse and school management. All who works in today's and future's school will doubtless meet students who suffer from these kinds of norms.

The significance of a functioning student health team (SHT) and the principal as an engaged power, are two elements brought up in the interviews to enable the work with HRP. All teachers except Josef speak about SHT as necessary since they are the ones who often pursue worrying reports and reporting to the police in cases where students are in danger. Jasmine experiences the SHT to be deficient at her school: “When I brought it up on SHT, nothing happened. Like I said earlier, the knowledge is lacking on how to handle it and maybe not prioritized”. Jasmine also

⁷³ *Starless Nights* (2011) is written by Arkan Asaad is about a forced marriage between Amár and his cousin.

argues for the management, such as the principals, to form a "unified framework" for working with HRP and making this compulsory. Jasmine, Maria and Sara are pushing for an "action plan" in cases when signs of warning are observed, and before that, a general manual of possible risk factors and warning signs. Sara adds:

I believe that traditionally when you work with children you have always looked for kids who are mistreated but then you might have looked at other premises! You have looked at whether the children have been dirty.... if the parents smelled alcohol or if they've been long-term unemployed. [...] I think that we might open our eyes that this classic behavior, classified as risk factors before, might not be a risk behavior today.

Josef emphasizes the need for resources and time for succeeding with preventive work. All teachers share a variety of experiences that seem to depend on what school they have worked at. The teachers' thoughts underline the importance of the role of school, how it functions and the "unified framework" that Jasmine argues for. The interviewees show how different schools have different preconditions, and in their case, the more engaged principal, and the more competent student health team, the easier it is to integrate HRP in the teaching.

Finally, the teachers are also lifting efforts to prevent HRP on a more structural level that lies outside their power. Some of the interviewees speak on the one hand about integration in terms of "language" and "culture", and on the other hand, cultural relativism, and racism. The language is described as a "barrier" when discussing HRP between the teacher and student. Sara says: "The language is so insufficient, and I really want the nuances when I talk about it". Dalia argue for the significance of "speaking about societies based on the individual and those based on clans". Josef explains this by speaking about the "economical, cultural and structural" challenges in Sweden and how these must be fixed before any change can be achieved. Jasmine lifts one reason for HRP not being as observed as it should be:

... Because I'm also very sure that if you would have a... or if this had been a Swedish girl, you had not tolerated this so it is another tolerance around that "yes, but it is a different culture", and you just blame it on this and us teachers can't really do anything and if we act we might it harm the girl and so on.

5.3 Summary of results

The teachers experience their learning-opportunity as essential to discover and prevent HRP. Despite their knowledge and experiences of HRP, the teachers still perceive affected children as challenging to detect. Further, the teachers' experiences of HRP are many, and based on these, they have developed fears for risks when confronting HRP. To avoid these risks, the teachers, at times, use a cautious and distancing approach when dealing with HRP. At last, the interviewees also share strategies for prevention which they use in their teaching. All teachers express the need for more concrete and universal methods of preventive and identifying strategies in Swedish schools.

6. DISCUSSION AND CONCLUSION

6.1 Theoretical discussion

This section provides a deeper understanding of the results by applying coping theory. Coping theory explains why the interviewees approach and define HRP as they do. According to Folkman and Lazarus, the choice of coping strategy depends on the individual's perception of the situation.⁷⁴ Based on the interviews, the teachers expressed three understandings of HRP: HRP as unfamiliar, HRP as intimidating, and HRP as sensitive. Thus, these perceptions affect how the teachers cope with honor-related problems in school. This will be explained further in the forthcoming paragraphs. Due to the teachers' experiences of HRP as unfamiliar, intimidating, and sensitive, a situation is created which feels challenging or threatening to deal with. Consequently, Folkman and Lazarus' concept of emotional-focused coping (EFC) is applicable.⁷⁵ Brattman describes EFC as a strategy to change the meaning of a situation, in this case HRP, instead of dealing with the issue directly.⁷⁶ In the last section, the result also shows how the teachers use problem-focused coping strategies.

6.1.1 Emotional-Focused Coping

The teachers' view of HRP as unfamiliar manifests when they speak about HRP as something hidden and difficult to understand. Regardless of their acquired knowledge, HRP are still seen as unfamiliar compared to other forms of child maltreatment. At the same time, the teachers find HRP atypical at their schools, they are assured HRP are widespread in other Swedish schools. To cope with this challenging situation, one could argue that they use EFC, and what Folkman and Lazarus refer to as a strategy of distancing.⁷⁷ This distanced approach also emerges in the teachers' perception of HRP as more significant in other schools. Concurrently, they are distancing themselves from the problems by declaring that exposed children are difficult to detect, which they very well might be, even though the teachers have experience and training in recognizing warning signs. Moreover, the interviewees may be trying to do what Brattman refers to as "changing the meaning of the situation"⁷⁸ by saying that the exposed students accept their situation. When implying this, the teachers change the meaning since students who accept their problematic state are not as urgent to deal with as the opposed situation. The teachers are demeaning their essential and active role as teachers since they feel hindered to intervene until the students themselves want to change their situation. This is a strategy that Folkman's and Lazarus' refer to as "minimizing"⁷⁹.

Further, the results from the interviews also mirror the understanding of HRP as intimidating. Based on this, the interviewees express their fear of what they believe could affect them. They also fear that the victims of HRP could be negatively affected if they approach them. The fear of being called racist and the fear of the exposed child's family are connected to this view of HRP. This leads to avoidance, which Folkman and Lazarus argue is a common strategy of EFC.⁸⁰ Even though the teachers find HRP to be unfamiliar and challenging to identify, when signs are

⁷⁴ Lazarus & Folkman, (1984).

⁷⁵ Ibid.

⁷⁶ Brattberg, (2008).

⁷⁷ Lazarus & Folkman, (1984).

⁷⁸ Brattberg, (2008).

⁷⁹ Lazarus & Folkman, (1984).

⁸⁰ Ibid.

discovered, dealing with them is associated with risks and might stop the teachers from reporting or coping with it. Some of these fears are also created from past experiences, which make it more difficult to motivate a decisive approach. Following the theory, this fear leads to avoidance, which in turn makes it difficult to deal with the source of the issue.⁸¹ The teachers are aware of how this fear can result in ignoring the problem.

The view of HRP as a highly sensitive matter is a perception that becomes obvious in all interviews. This manifests in the way the interviewees speak with caution and how they approach HRP in school. This cautious approach is a good example of an EFC strategy since it includes avoidance, distancing, and self-blaming, all important parts of Folkman's and Lazarus' concept of EFC.⁸² Some of the teachers, for example, blame themselves for their lack of knowledge before the learning opportunity. Their view of HRP as a sensitive issue might affect the prevention negatively, since the fear of "stepping on someone's toes" or "imposing guilt or values", produces an avoiding approach. To avoid sounding categorical or relativizing, the teachers are constantly balancing their words when they speak about HRP. This balancing approach occasionally overshadows the practical work with the issues, since the discussion of the sensitivity of HRP becomes more critical than the actual work for prevention.

6.1.2 Problem-Focused Coping

Despite all these initial problems, the increased knowledge from the HRP education helped the teachers to use the problem-focused coping (PFC). This could be due to what Brattman calls external and internal changes.⁸³ The external change is, in this case, the education related to HRP, and the internal change is their newfound self-confidence in some situations because of their increased knowledge. The teachers have developed something close to a unified understanding of HRP as an issue they say exists everywhere, rooted in norms and collective structures. They are all working hard to integrate this into their teaching. By doing this, the teachers try to deal with the source of the problem,⁸⁴ which is the aim of PFC. Further, the interviewees are working on both a preventative and identifying level by raising awareness in the classroom. Since the teachers find HRP intimidating, unfamiliar and sensitive, they tend to focus on warning signs they see as more "classic" mistreatment and thereby not exclusively connected to HRP. This is a strategy for dealing with the source, but not taking unnecessary risks. Additionally, in the spirit of PFC, they formulate other solutions.⁸⁵ They did not work preventively with HRP before, while now they are adopting a cautious approach, developing a "safe classroom" and creating "openness". The teachers are generally working for an increased awareness of the matter in the classroom, at their school, and within themselves.

In line with this theory,⁸⁶ these two coping strategies appear concurrently and shape how the teachers deal with the challenging situation of HRP. By applying this theory, we can develop some explanatory directions for the teachers' cautious approach, which is colored by distancing, avoidance, and self-blaming. These

⁸¹ Lazarus & Folkman, (1984).

⁸² Lazarus & Folkman, (1984).

⁸³ Brattberg, (2008).

⁸⁴ Lazarus & Folkman, (1984).

⁸⁵ Ibid.

⁸⁶ Ibid.

interviews were done after their learning-opportunity, but still early in their new process of dealing with HRP. Since situations concerning HRP and perceptions of these issues are continually changing,⁸⁷ this cautious, at times distancing and avoiding approach, will likely develop and change as well, according to the theory. Based on the results, it is obvious that the teachers are trying to deal with this situation according to the circumstances.

6.2 Discussion based on previous research

This study's result echoes many of the findings of previous research. Starting with the studies on social professions and HRP (3.1), Lidman and Hong, among others⁸⁸, emphasize the need for rising awareness in the scientific field and among social professions in general. The teachers in this study indicate that their learning-opportunity was essential to improve their identification skills and how they manage HRP. Björktomta⁸⁹ discovered the lack of a unified definition of HRP where the employees found it difficult to separate HRP from cultural traditions. In this thesis, the teachers had a more developed definition, but still perceived HRP as unfamiliar and challenging to approach. This speaks for the complexity of HRP, and the need for more than just a unified definition to enhance preventative work. Cinthio et al.⁹⁰ concluded that limited knowledge often results in limited resources. In line with the teachers' experiences in this study, the interviewees with less support from colleagues and their principal felt that HRP was less prioritized.

For previous research on child maltreatment in school (3.2), Gilbert et al.⁹¹ and Markström and Münger⁹² found that deficient knowledge for identification could risk under-reporting of maltreated children. Additionally, Markström's and Münger's study shows how teachers' fear of how reporting suspected child maltreatment might worsen the situation for the child and the teachers' relationship with parents leads to under-reporting. This view is shared by the teachers in this thesis. Based on this thesis theory, it suggests that the teachers' approaches are colored by EFC, which results in avoidance. Eventually, the limited research of HRP in schools (3.3), indicates that the more knowledge⁹³ of HRP, the more demarcations are carried out. This study indicates that the more knowledge was present, the more HRP was integrated into the classroom by the teachers.

In summary, the interviewed teachers' answers are strengthened by previous research findings on underlying concerns. Based on the selection of previous research, there seem to be a common phenomenon of fear of being accused of racism, impairing the exposed child's situation, involving parents, and difficulty in separating culture from violence. The previous research has only focused on strategies of avoidance, minimizing and distancing procedures. According to this study's results and the theory of emotional-focused coping, these strategies could be a consequence of the perception of these situations as too challenging to deal with. Lastly, in contrast to previous research, this study emphasizes teachers' concrete measures of prevention of HRP, colored by problem-focused coping strategies. This suggests an opportunity for improvement and change.

⁸⁷ Ibid.

⁸⁸ Lidman & Hong, (2018), Gilbert et al., (2009) & Björktomta, (2016).

⁸⁹ Björktomta, (2016).

⁹⁰ Cinthio et al., (2018).

⁹¹ Gilbert et al., (2009).

⁹² Markström & Münger, (2017).

⁹³ Norberg & Törnsén, (2013).

6.3 Limitations, policy implementation and future research

This study has limitations, starting with the low number of conducted interviews. However, the aim is not to reach generalizable conclusions,⁹⁴ but to discover ideas that could be interesting for future research and shed light on honor-related problems as a present and important matter. Despite the small sample, the information power⁹⁵ is large and this saturation is mirrored in the result chapter. Further, it should be remembered that this thesis studies perceptions. Therefore, we cannot assume that the results represent an objective reality, nor can they alone inform future policy. While both policy implications and the general situation of HRP in schools will be discussed, is further research and expert opinion needed.

For future research, it would be useful to investigate to what extent education related to this problem affects teachers' approaches. This could be done by comparing teachers who have undergone a learning-opportunity about HRP, and those who have not. By making the understanding of HRP more familiar, the preventative work could be facilitated. A crucial task for future research will be to identify effective strategies for the identification and prevention of HRP for teachers in a school environment.

Regarding policy implementation, there is a need for more resources for preventive work against HRP, and the awareness-raising of the issue is desirable. Based on this study, this effort could entail decreasing teachers' perception of HRP as unfamiliar, challenging, and threatening. This could be done by increasing the learning-opportunities for teachers. In extension, this might lessen strategies of emotional-focused coping and enhance problem-focused coping strategies. According to the teachers in this study and previous research,⁹⁶ it is beneficial to engage and involve the principals. The interviewees also emphasize the importance of a functioning SHT. Finally, the structural challenges beyond the teachers' control, must be dealt with long-term.

6.4 Conclusion

This research examines how teachers understand, approach, and detect honor-related problems in school by focusing on their knowledge and observations. The theory of coping strategies was useful for analyzing how these perceptions were affecting the teachers' approaches. The interviewed teachers experience their learning-opportunity as crucial for identifying, discovering, and preventing HRP. Despite this knowledge, the teachers share the perception of HRP as unfamiliar, sensitive, intimidating, and difficult to detect. These perceptions result in a cautious approach to HRP in the school. The teachers approach HRP by using emotional-focused coping strategies to avoid and distance themselves from this challenging situation. Concurrently, they are also dealing with HRP by utilizing strategies of problem-focused coping. The teachers are eager to find a unified definition to identify exposed children better and promote the integration of HRP in their teaching to raise awareness of this matter. As stated above, further research is desired to find effective and functioning measures for prevention and identification of HRP in schools. Despite this study's limitation, it has several of similar findings with previous research, which is corroborating the results.

⁹⁴ Esaisson et al., (2017).

⁹⁵ Malterud, Siersma & Guassora, (2016).

⁹⁶ Norberg & Törnsén, (2013).

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Appendix A

Honor-Related Problems in School: Teachers' Strategies and Approaches for Prevention and Identification.

My name is Sanna Lindström and I study the Master's in Criminology at Malmö University.

This thesis aims to explore how honor-related problems are perceived and handled by teachers. This study is important since research on this theme and in this context is not available to the extent it should be. Your participation is meaningful since research has shown that students prefer to turn to teachers with problems related to honor. To prevent further victimization and, by extension an eventual criminal behaviour, we need to learn about signs and how to work preventively with this matter.

To succeed with this, I will conduct interviews with teachers at three different schools. The interviews will both be individual and group-based, depending on your preference and time. The interviews are expected to go on for 1-2 hours. The interviews take place where you prefer. The selection is made based on Hanna Cinthio's recommendations and sharing.

The interviews are voluntary, and you can choose to end your participation at any given time and no explanation is needed. The interviews will be recorded with your permission and then deleted after I transcribe them. Your participation will be unidentifiable in the study's publication and will not link the result to any individual. No unauthorised person will have access to the material.

The study will be published at Malmö University Electronic Publishing. You are free to take part of your transcript interviews at any time, as well as the completed thesis.

You are hereby asked to take part in this study.



Appendix B

Interview guide

1. What are your experience of honor-related problems as a teacher?
2. How would you define honor-related problems?
3. How do you deal with honor-related problems and how do you approach exposed girls and boys?
4. How do you perceive and find children exposed for honor-related norms?
5. What is the greatest challenge when working with honor-related problems?

Appendix C

<p><i>Honor-Related Problems in School: Teachers' Strategies and Approaches for Prevention and Identification.</i></p>	<p>Datum:</p>
<p>Study manager: My Lilja.</p>	<p>Studying at Malmö University, Faculty of Health and Society, Education: Master's in Criminology Level: Master</p>
<p>I have been verbally informed about the study and read the accompanying written information. I am aware that my participation is voluntary and that I, at any time and without explanation, can withdraw my participation.</p>	
<p>I hereby submit my consent to participate in the above survey:</p> <p>Date:</p> <p>Participant's signature:</p>	