



**Faculty of Arts
Department of Cultural Sciences**

“Female Migrant Housing Experiences”

**An in-depth intersectional analysis of housing experiences for female scholars from the
global south living in Gothenburg, Sweden.**

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ABSTRACT

Living in Sweden is becoming far problematic for immigrants because of the fast-growing population without a correspondent increase in the construction of housing. The high demand of housing and its limited number of supplies has led to shortage and as a result price escalation. Irrespective of these shortages and price increase in the housing sector, Sweden admits and receives thousands of students yearly and this problem is affecting students especially those from the global south. The purpose of this study is to investigate the live experiences of female scholars from the global south and how housing experiences have affected them educationally, physically, emotionally and psychologically. In this research, I use the theory of intersectionality. This research is an autoethnography narrating my own housing experiences as well as other female scholars from the global south in Gothenburg, Sweden. It's looking at housing experiences from the women eyes to create consciousness of the inequalities and difficulties that these female scholars encounter. The aim of this research is to investigate how intersecting categories of gender and race shape the experiences of female scholars from the global south and how they deal with housing issues such as the struggle/lack of accommodation and the measures housing policies put in place to eradicate this problem. The analysis of this research is based on the detail investigation of the intersectional lived experiences of female scholars from the global south living in Gothenburg in relation to other literature. It also points the differences that exist among female scholars (marry, single mothers, single, exchanges students and degree students) from the global south and how this diversity shape their difference experiences and how they intersect with each other.

Keywords: Female scholars, international students, Global south, Housing experiences, Intersectionality, Gender and Migration, Study in Sweden and housing crisis in Sweden.

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CHAPTER ONE

1.1 Introduction and Outline of the Research Problem

As a female scholar from the global south I have lived and experience what it means to be in a constant search for accommodation in Gothenburg Sweden. In this regards I decided to explore the intersectional life experiences of female scholars from the global south living in Gothenburg Sweden. The term global south refers to low income post-colonial countries located in Africa, Asia, Latin America and the Caribbean that are considered as economically disadvantaged nation-states and as a post-cold war alternative to “Third World”¹. The propose of this study is to examine the housing experiences of female scholars in Gothenburg from a gender and racial perspective and through the feminist’s theory of intersectionality. This research will explore what female scholars from the global south experience while living and studying in Gothenburg in terms of accommodation/housing and how these experiences has shaped their housing perception about Sweden.

Living in Sweden is a dream for many foreigners due to the country’s stable economic, natural endowments and its high standard of education in the world (OECD 2012). According to Current School News and Perception-based Global Survey, Sweden is among the first 10th countries in the world with the worlds well-developed public educational system² with 81.5% employment rate for all levels of education which is the second highest rate of all OECD countries after Iceland. OECD (2012) has enticed many students all over the globe to apply for studies in Sweden. As positive as this idea may be, it poses challenges and questions concerning sufficient accommodation or houses for most foreign scholars form the global south living or wishing to live and study in the country. This view notwithstanding, hundreds and thousands of people particularly students move to Sweden each year for educational reasons.

¹ <https://globalsouthstudies.as.virginia.edu/what-is-global-south> (retrieve on 2019/08/05).

² <https://www.usnews.com/news/best-countries/best-education> , <https://www.currentschoolnews.com/education-news/best-educational-system-in-the-world/> (retrieve on 2019/05/05).

According to Riniolo (2016), Sweden is a country of opportunities and also constraints for migrants such as students because Sweden provides education, grants asylum and jobs to them. In addition, following the migrant crisis, Sweden in the last few years is internationally spotted for welcoming foreign migrants more than other European countries (Riniolo 2016). The issue of welcoming foreign migrants to the country is equally problematic due to the fact that there is a limitation with regards to houses available to accommodate foreign migrants. This issue of accommodation is specifically problematic for a scholar from the global south who has the goal or aspirations of studying hard towards obtaining an outstanding certificate in Gothenburg because instead of focusing on his or her studies as desired, the student is distracted by the issue of accommodation that most often makes the student to move from one place to another in search of shelter or accommodation. For this reason, this study finds it necessary to identify the issue of housing in Gothenburg Sweden as one of the challenges faced by students from the global south. The study specifically focuses on the issues of housing faced by female scholars in order to give them the opportunity to share intersectional experiences with the hope of contributing in addressing it within the community or Sweden in general.

1.2 Research Problems and Objectives

As people travel from one region to another or from one country/continent it is necessary for them to notice and take into consideration the issue of diversity amongst people and the ways in which their experiences of it changes with regards to migration. This factor is necessary because according to my high school history teacher, “travelling is education”. This view is identical in my life because when I moved to Sweden where I am currently studying to obtain a master’s degree, my experience with regards to housing pushed me towards writing about it with the belief that it is a social problem amongst female scholars coming from the global south and based in Sweden. Consequently, this study provides an opportunity for female scholars from the global south living in Gothenburg to share their housing experiences in order to relate it with what is theorized by other researchers in the academia. The category of female scholars in this study is made up of MA, PhD and postdoctoral students from various parts of the Global South who are identify as visible minority or racialized individuals in the Swedish context, particularly in Gothenburg. Focusing on interviews, this study investigates the housing experiences of female scholars from the global

south, raises awareness regarding their situation and gives the participants of this study an opportunity in providing suggestions on how to eradicate or minimize the problem of housing for female migrant students from the global south and perhaps Sweden in general. I particularly want to understand how categories of race and gender intersect in shaping the daily experiences of these migrant women living in Gothenburg. That is, I specifically want to investigate and understand their struggles with regards to finding safe and affordable accommodation options while pursuing their studies. Considering that this research seeks to explore/understand housing experiences among female scholars in Gothenburg, the following research questions are asked:

How do intersecting categories of gender and race shape the experiences of female scholars from the global south in dealing with housing issues such as the struggle/lack of accommodation?

What measures exist and what else can be done to provide safety or secure accommodation for female international students from the global south living in Gothenburg?

1.3 Significance and reasons for this study

As earlier mentioned, Sweden has built a system of education that is very competitive in the educational world thus, making the country attractive to students who are travelling yearly for studies in the country. This study is significant because the students are often faced or challenged by the issues of housing that tends to have a great impact on the life of majority of those coming from the global south. This study is additionally significant because based on my experience, I personally think it is challenging for a foreign student to have an accommodation in Sweden. This idea is justifiable because being a migrant in a country like Sweden, sometimes tends to feel homesick when it comes to cultural differences like that of language, dressing or financial support. The issues of homesickness become cumbersome when related to lack of accommodation or housing issues that most often than not causes psychological stress that tends to have an impact on a foreign students' performance.

Considering that Sweden has opened its doors for students from the global south, I think it is but normal that they equally need to provide accommodation for them in order to make their stay in

the country comfortable. With this ideal, this study is significant in the sense that through the housing experiences or challenges faced by the participants of the study, it is my wish that the challenges be taken into consideration and hopefully seek and provide solutions to the issue of housing faced by migrant students in particular and perhaps other people or the population of Sweden in general. This further means that the study is additionally significant in providing an idea of the housing situation of students from the global south living in Gothenburg. It creates awareness since the scholars are given the opportunity to express housing challenges to the Swedish government or the Swedish population in general.

Although the issue of housing is not a new phenomenon in Sweden, little has been said about the intersectionality of gender, race and migration that exacerbate the difficulties that female scholars from the global south face. This is one of the reasons that I find it necessary to write on a topic like this one because as indicated by Morokvasic (1988), women are largely invisible in the studies of international migration. Consequently, by undertaking this study, I aim to create an awareness for the scholars to understand the social problem and the government to understand the intensity of the social problem on the lives of these scholars from the global south.

Finally, this study is significant because it provides an in-depth analysis of housing experiences of female scholars from the global south living in Gothenburg from a gender perspective. This idea is justified by the fact that this study examines how the housing experience is affecting the student's academic, social and economic life. Additionally, the study shows how agencies in charge of student housing in Gothenburg handle issues of housing for students and perhaps the broader community in Gothenburg, Sweden.

1.4 Research limitation

Based on the time limit in completing this study, this research focuses only on one category of students who are the female scholars from the global south. The research is equally limited because it is based only in Gothenburg, Sweden whereas the issue of housing for students may be in existence in other parts of Sweden. So, this study is only focus on female scholars from the global south living and studying in Gothenburg.

CHAPTER TWO

LITERATURE REVIEW

2.1 Background of the housing crisis and the housing policies in Sweden

Sweden like most western countries has invested so much in its educational system in order to compete with the rest of the world. Consequently, the level of education in Sweden has greatly increased over the past few years. For instance, in autumn 2012, 126,000 first-time applicants applied for higher education in Sweden³. The increase of incoming students requires an increase in the number of accommodations for students. According to Samers (2010:163) cited in S. Inner (2015), *“Housing, together with employment and education, is essential to facilitate a successful establishment of an individual in a new society. However, the policy discourse on the establishment of asylum-seekers and refugees have generally addressed the crucial connection to a well-functioning domestic labour market, thus failing to recognize housing as a central element of social reproduction that shapes the employability of migrants and the conditions of their working lives”*. This view indicates that housing is an important issue to be taken into consideration when providing opportunities for all migrants although, this is seemingly not the case based on the issue of housing in Sweden.

The issues of housing in Sweden is not a new phenomenon because it can be traced from the time of the First World War that was surrounded with several economic challenges. This view on housing in Sweden is raised by Bengtsson (1991), who affirms that there have been an abundance of reports and analyses of crises in public housing in Sweden. Bengtsson's (1991) view is further articulated by Turner Center for Housing innovation affirming that the deteriorating housing conditions and lack of new construction in Sweden started during the First World War (UC Berkeley 2017). In a similar manner (Harloe, 1988: 81-84, Bengtsson, 1991) based on a study conducted on the United States and five European countries highlights that public housing in Europe has been reshaped to become housing for low-income households and is developing some characteristics such as, social stigmatization, physical deterioration and social conflict which have

³ <https://sweden.se/society/higher-education-and-research/> (retrieved 2019/05/25).

long been present in the United States. This view on housing is equally connected or has a direct relationship with the economic crisis that storm Sweden after the First and Second World War (Bengtsson, 1991).

Specifically, Public rental housing in Sweden is principally organized in the form of municipal housing companies (MHCs) owned by the municipality but run as independent enterprises on a non-profit basis (UC Berkeley 2017). The MHCs are only developers and managers of rental housing estates. According to Bengtson (1991), construction in Sweden is carried out by private firms and financed jointly by the state and private institutes. It is for this reason that the MHCs were giving the duty to introduce the housing policies highlighted by the Social Democratic Government after the Second World War which with the Million Homes Programs, they were able to record significant change and increase in the number of housing (Bengtson, 1991). For instance, the Swedish Parliament (Riksdag) approved temporary state support measures for new construction in 1917 but later withdrew their support in 1922 thereby leaving the housing market under the forces of demand and supply (UC Berkeley 2017). Following this art and the terrible unemployment crisis in the 1930s, the Riksdag took extra measures concerning loans and subsidies in order to improve or construct new houses in rural areas (UC Berkeley 2017).

Despite the increase in housing as indicated above, shortage in housing remained progressive because of the large baby boomer cohort ageing into adulthood (UC Berkeley 2017). Following this happening, the state decided to embark on an ambitious building program between 1965 and 1974 with the target of constructing one million new housing units (in a country of eight million people at the time) to ease the shortage of houses. This goal was achieved in Sweden through generous 100% loan programs and interest subsidies/interest guarantee (UC Berkeley 2017). They were however a change in power which saw a shift in certain decisions concerning housing in Sweden. For instance, when the centre-right government came into power in 1991, it led to the demolishing of the social democratic housing policy in favor of neo-liberal methods which brought about the privatization of the housing market and accelerating ownership (UC Berkeley 2017). This shows that ownership and control of housing was reduced drastically especially as MHCs who oversaw housing in Sweden reduced the percentage of housing construction/ownership. MHCs lost the control of housing in Sweden and to about 20% and 40% of housing owner were

in the hands of private individuals and approximately 23% of the nation's housing stock, owned by Cooperative housing and accounts for the bulk of new multifamily construction. This has led to a drastic increase in competition in the housing market as the forces of demand and supply are at work. For example, in city central Stockholm alone, more than 100,000 public apartments have been converted into cooperative housing (UC Berkeley 2017). The government regulation on housing policies reduces as well as the subsidies and support issued by the government to the MHCs. Therefore, indicating that this housing crisis in Gothenburg Sweden started since after the Second World War and are today, control by the market forces of demand and supply.

2.2 Student housing in Gothenburg Sweden.

The issue of student housing in Gothenburg is problematic especially for female students from the global south. Focusing on this group of students is a means of indicating what it takes to get a student accommodation in Gothenburg. According to the university of Gothenburg website, Gothenburg has more students than any city in Sweden, so the demand of housing for student housing is very high compared to the supply.⁴ The high demand in student housing is an indication that it is difficult/time consuming for a student to look for accommodation unfortunately, the universities cannot guarantee housing for all the students.

There are two categories of students in need of accommodation. That is, the exchanges and degree students. Exchange students are students under Erasmus and Linnaeus Palme programs as well as exchanges students within the framework of a bilateral agreement dominated by their home universities to come and study in Sweden for usually one semester. Their housing applications are made during the exchange programs application process⁵. On the contrary, a degree-seeking student (students who are not here via an exchange agreement) are those who are granted admission to come to Gothenburg to obtain one of the following; bachelors, masters or PhD Degree. As an exchange student, finding a short-term accommodation is not difficult as it is provided by the SGS compared to international students (degree students) who are interested in long-term accommodation.

⁴ <https://utbildning.gu.se/education/studenthousing> (retrieved 2019/06/25).

⁵ <https://utbildning.gu.se/education/studenthousing/exchangestudents> (retrieved 2019/06/25).

On the other hand, international students are asked to arrange their own accommodation because during the autumn semester, the demand of housing is extremely high, and these students are expected to be more flexible and consider various accommodation alternatives.⁶ In both cases there is no 100% guarantee of immediately accommodation but, exchange students are more likely to have accommodation than the international students. This is a serious problem that students from the global south must deal with when they arrive Sweden. International students are expected to register in all the housing companies in Gothenburg starting with SGS Studentbostäder, SGS Short-term accommodation, Chalmers Studentbostäder and Boplats and continue to wait on the queue for long. The high demand of student housing has led to a great shortage and an increase in prices in Sweden this will be illustrated below.

2.3 Demand and supply of housing in Sweden

As I earlier mentioned, the advancement of the housing and property market has played a prominent role in the economic sector thus, a heavy reduction in prices and values on these kinds of assets may lead to financial disequilibrium as well as economic crisis (Emanuelsson, 2015). However, in Sweden the disparities in housing construction are principally because of economic activities, economic situations for construction companies, housing policies, taxes and government subsidies introduced for housing construction (Emanuelsson, 2015). This indicates that if there is any neglect or negative response to the above factors, then it will have a negative impact on the housing construction.

The Million Homes Program introduced by the Swedish government lead to a significant increase in the housing construction in 1960s and 1970s however, in the 1990s, due to financial crisis, economic predicament, reduction in government subsidies, and interest rate guarantees for construction in relation with the tax reform in 1993, lead to a fall in the construction of housing in Sweden (Emanuelsson, 2015).

⁶ <https://utbildning.gu.se/education/studenthousing/internationalstudent> (retrieved 2019/05/26).

Taking into consideration the reduction of house construction since the 1990s, Sweden is currently facing a serious housing shortage/crisis. This is because of an increase in birth rate and migration without a correspondence increase in house construction thus leading to a huge deficit in the supply of housing especially in cities like Stockholm, Gothenburg and Malmo. According to Turner Center for Housing innovation (UC Berkeley, 2017, p.12):

“Waiting lists for rental housing in Stockholm, for instance, have risen from 100,000 in 2000 to 550,000 in 2016 (compared to a city population equals 940,000), translating to average waiting times of nine years and up to 16 years in attractive neighborhoods. Home prices consequently have appreciated rapidly, rising 15% in 2015 alone and now stand 40% above their 20years average relative to incomes. In Stockholm specifically, apartment prices rose 54% from 2013 to 2015 further illustrating the direst market conditions in high-demand central cities. It is worth noting that prices have moderated to 5% annual appreciation in 2016, though remaining far above historic highs”.

The housing crisis is today a nationwide problem, according to the country’s National Board of Housing, Building and Planning (Boverket, 2017), 255 of Sweden’s 290 municipalities now report a housing shortage, that’s the highest amount since the agency started recording figures in the area⁷. Migrants are non-exception to this housing crisis because Sweden has welcomed many asylum seekers compare to any other European country in the past decade. This is because, the public housing lease accommodations directly to the Migration Agency to provide accommodation to the immigrants but this is not enough, as many are homeless and some living in heated houses⁸.

Students are also involved in this national housing crisis since coming to Sweden, as having a student visa does not automatically guarantee the fact that you will have accommodation immediately you arrived in Sweden. For example, the search for housing is diverse. It starts from a student looking for a room per semester, to a professional worker searching for where to live

⁷ <https://www.thelocal.se/20170828/the-story-of-swedens-housing-crisis> (retrieved 2019/05/27).

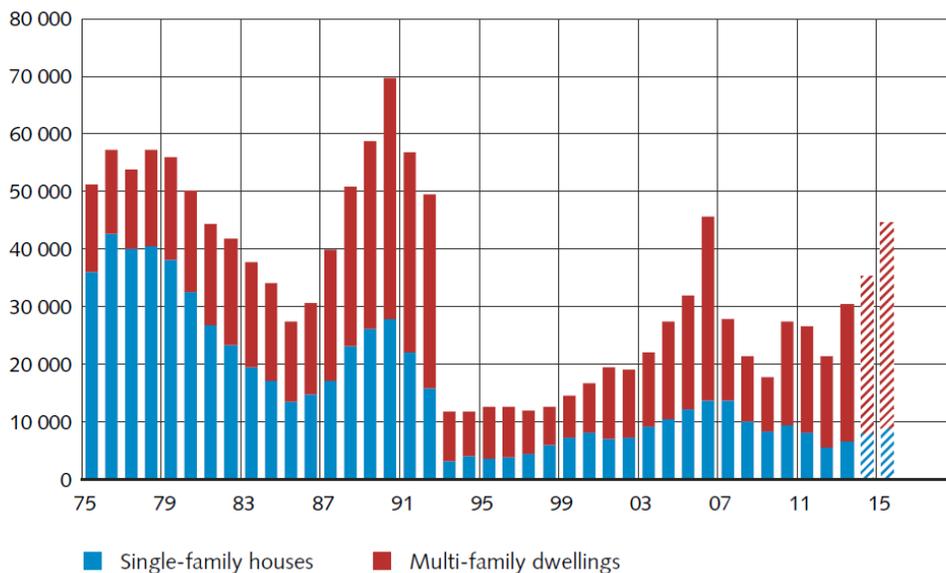
⁸ Heated housing are houses that need external heater probably because there is a hole in the house or was not main for human habitation.

with money in his pockets to parents searching for a larger home for their growing family while they languish in housing queue with very subtle prices of housing⁹. This is an indication that as a migrant and specifically a student, the issue of housing remains a challenge when you graduate and are working or have a family in the country.

Below is a diagram that explains the number of houses construction per year or supply and demand of housing in Sweden. The diagram shows that there have been a significant increase in the number of housing, but the rate of construction is not equivalence to the population growth Swedish National Board of Housing, Building and Planning (2015a). Therefore, when demand is greater than supply, it leads to shortage. This shortage is illustrated in chart 2.

It should be noted that the broken lines represent the Swedish National Board of Housing, Building and Planning's forecasts. Net addition through conversion is not included in the forecast.¹⁰

Chart 1. The number of houses per year in Sweden.



Sources: Statistics Sweden and Swedish National Board of Housing, Building and Planning.

⁹ <https://www.thelocal.se/20171209/how-swedens-housing-crisis-is-fuelling-homelessness> (retrieved 2019/05/27).

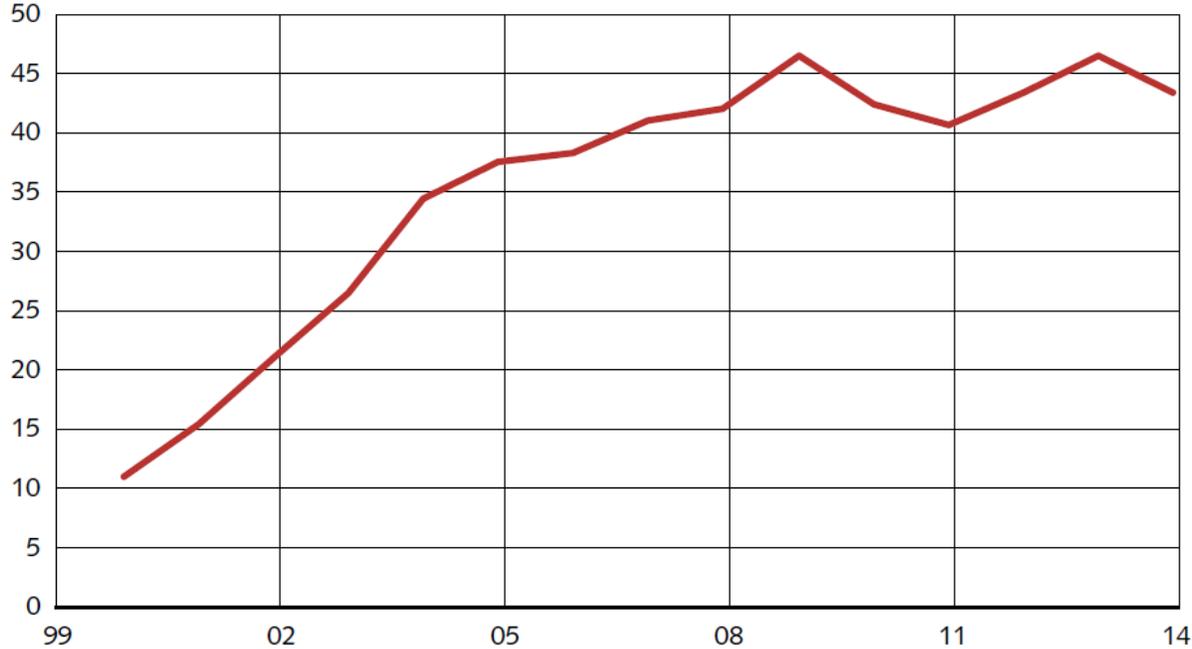
¹⁰ http://archive.riksbank.se/Documents/Rapporter/POV/2015/2015_2/rap_pov_artikel_3_150917_eng.pdf (retrieved 2019/05/30).

The chart below according to the Sweden municipalities, shows that the shortage of housing applies to those that cannot afford or do not have the possibility to buy their own home, such as pensioners, newly arrived migrants, students or single parents. Indicating that it is easy to purchase a private accommodation than to rent an apartment. The table 1 below shows that there have been a great shortage in the rented accommodation than the private housing. For example, according to Emanuelsson (2015), in 2013, almost 85 per cent of municipalities in Sweden reported that there was lack of rented accommodation in their areas including Gothenburg.

It should also be noted that, the fact that municipalities report a housing shortage does not automatically insinuate that there is a need to build new homes this is because Swedish National Board of Housing, Building and Planning’s housing market survey does not indicate how large the number of shortage is.

Chart 2. Percentage of municipalities reporting a housing shortage in Sweden

Per cent



Source: Swedish National Board of Housing, Building and Planning

Table 1 below designates that the majority of the housing stocks are owned by the privately owned homes (housing own by private individuals), 22% of the stocks goes to tenant-owned homes (housing permanently rented by rentals from the state), rented homes (apartment housing for rent) constitute 32% of the housing stocks and 5% of the housing stocks goes to special needs homes (elderly people, persons with disabilities and students). This percentage of housing stock allocated to students is very small compare to the number of students in need for student accommodation and female international students from the global south suffer more because they have travel thousands of miles away from their country to study and has paid a huge amount of tuition fee in Gothenburg therefore, there is bound to be an undeniable shortage of student housing in Sweden in general and Gothenburg in particular.

It should be noted here that Other units are buildings that are not intended for housing purposes, e.g. buildings intended for business activities or with social function.

Table 1 Composition of the Swedish housing stock at the end of 2014.

	Numbers of homes	Share of total stock %
Privately owned homes	1 842 044	39
Tenant-owned homes	1 028 079	22
Rented homes	1 491 923	32
Special needs homes	226 731	5
Other units	77 855	2
Total	4 666 632	100

Source: Statistics Sweden, National Apartment Register.

2.4 Price escalation

Economic crisis in a long run can lead to a significant increase in housing prices and an increase in household debts, (Emanuelsson 2015). Due to the analysis of supply and demand above, Sweden in the last decades has been experiencing shortage in rental accommodation housing and this has

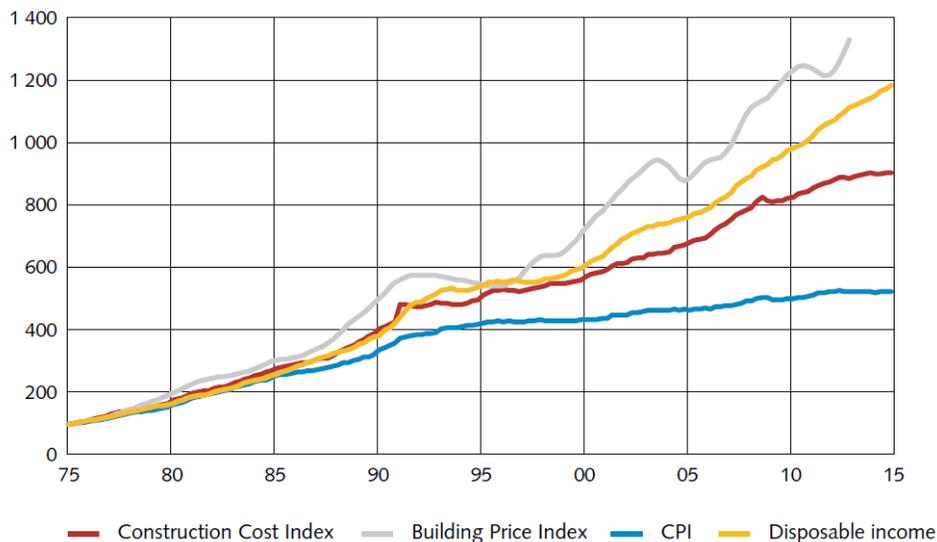
led to an increase in prices. According to the law of demand and supply when demand is greater than supply, it will lead to shortage and consequently an increase in price.

One possible reason why housing price did not fall so much and that they are now rising rapidly is because the supply of housing has been low in relation to demand, partly due to the low level of housing construction since the early 1990s (Emanuelsson 2015). What is interesting is that this shortage does not apply to private ownership meaning if there are people to purchase a private housing it is easy to get one, but for categories like migrants, students, poor people and unemployed people is a nightmare because of the long queue system. This is partly because of the increase in the cost of land and the increase in the cost of construction in the recent decades. Below is a chart clarifying the cost of construction, building price index and disposable income. According to the chart the price index has increase significantly without a correspondence increase in household income.

It should be noted that, building costs are the factor price index that measures production costs. The building price index measures price changes for residential buildings, adjusted for changes in quality and regional differences.¹¹

Chart 3. Development of building costs, the CPI and disposable income

Index, 1975=100



Source: Statistics Sweden.

¹¹ http://archive.riksbank.se/Documents/Rapporter/POV/2015/2015_2/rap_pov_artikel_3_150917_eng.pdf (retrieved 2019/06/12).

The above illustrations demonstrate the material circumstances of the housing crisis in Sweden. These circumstances have led to a significant increase in the price index and is affecting the Swedish citizens as well as international scholars from the global south. However, the statistics fails to include data on the cause of international students housing crisis in Gothenburg Sweden.

2.5 Gender and Migration

Both the state and its borders are important to mainstream political geography, but little attention has been given to the way in which the relationship between the territorial state and the people resident in it are changing because of migration (Agnew, 2002; Taylor and Flint, 2000; and nagel, 2002 as cited in Staeheli, Kofman and Peake, 2004). People migrate from one country or continent to another for reasons such as family reunion, marriage, jobs searching, refugees and education and some end up with dual or triple nationalities thereby leading to divided patriotism (Sassen, 1996; Staeheli, Kofman and Peake, 2004). It is necessary for a nation-state to keep statistics of immigrants and emigrants of the country. As a result, some states take the mantle to protect their citizens by securing their borders as well as limiting the entry of new migrants. Today migration is increasingly regulated and controlled by the state and barriers to movement are strengthening more and more (Her Majesty's Stationery Office, 2002; Staeheli, Kofman and Peake, 2004).

During the mid-1970s, women have been largely invisible in the studies of international migration. Since then much is directed toward female migrant about general interest like women's position in society, the feminization of the foreign population, the increasingly visible economic situation of migrant women and production of knowledge by migrant women about themselves (Morokvasic, 1988). According to Morokvasic (1984), as cited in Kofman (1999, p. 269), *"it was not only that female migration was understudied and should be rediscovered, but rather that the existing literature has had little impact on the policymakers and the media and that the main body of academic literature on migration has persisted with its male bias"*. This demonstrates the fact that women have be understudied as far as migration is concern.

As mentioned earlier, women in the field of migration were only discussed in issue related to a family reunion (Morokvasic, 1988). Women were only mentioned in family migration because of

the significance of a woman in the family unit, so they were always within the categories of migrating for marriage, family reunion or migrating with their entire family (Kofman, 2004). Due to the value placed in the institution of marriage, the migration policies of many states encourage family reunion and specify a certain amount of time the couple that migrated be it male or female must stay with the partner before separation (Crenshaw, 1991). The impact is more on the women than the men because many women migrate for family reunion policies and even in the worst circumstances will not want to leave their marriage and become illegal in a foreign land (Kofman, 2004, K. Crenshaw, 1991). Moreover, entering as a couple reinforces the dependence of the migrant couple be it the husband or the wife which the majority, in this case, are women depending on their husbands (Kofman, 2004).

Another critical surveys research on migration revealed that, in situations where women were present, they were generally treated as dependents and only worthy of considering through their roles in the private sphere and their ability to become modern citizens. That is, women's diverse backgrounds in their country of origin were lost upon arrival in another country as they move forward to assimilate and adjust to the new ways of life in their new country (Kofman, 1999).

According to Staeheli, Kofman and Peake (2004), the state plays a greater role in the migration of women than it does with men by providing women with semi-skilled jobs such as social workers, caregivers, nurses and domestic workers for migrants. For example, in Canada the state sponsor Canadian domestic caregivers' programs to encourage women in these sectors and encourage the intake of workers which are mostly women working in these sectors (Pratt, 1999). The state provides policies that regulate labor immigration by the use of quotas and determine who has the visas (Mckay, 1991; Staeheli, Kofman and Peake, 2004). The state can encourage as well as discourage female migration by engendering the education the men and women received in their home country (Staeheli, Kofman and Peake, 2004). In the case of the US, according to Donato (1992), the differentiated levels of access to educational opportunities was the second largest factor influencing the proportion of women among numerically limited immigrants to the USA. Regional disparities also trigger migration as girls and women are trafficked from some countries (the global south) to economically developed countries.

Women also migrate as refugees though little was said about them because refugees were generally considered as men. The significant number of people moving across borders are comprised of women. For example, according to Siddiqui (2003) and Kofman et al. (2000), 80% of Rohingya refugees moving from Burma to Bangladesh were alleged to be women. Those seeking asylum only did that with a profound justification of fear of racism, religion, nationality, member of a particular social group or political opposition. However, persecution on the bases of sex wasn't included and to gain asylum women must prove that they endured rape, sexual assault or other violations in the 1951 Geneva Convention (Staeheli, Kofman and Peake, 2004). Gender persecution was first acknowledged by the European Parliament in 1984 and as a result judicial authority began to recognize gender persecution as a valid reason to be granted asylum. However, women constituted a minority of asylum seekers, although their specific experiences and claims for refugee status do not receive adequate attention in general reviews of European asylum and refugee policies (Joly, 1996; Kofman, 1999). In the case of Sweden, it is challenging to see any statistics on the number of women who come to Sweden for studies.

2.6 Race, Class, Gender and Migration

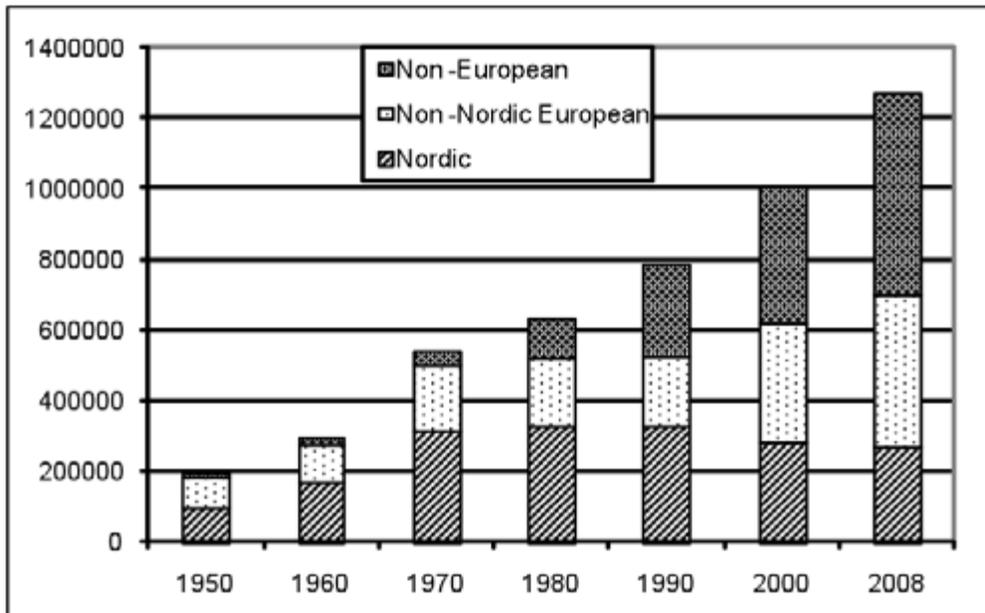
People from different countries migrate to Sweden for asylum, jobs, family reunion and to study and within these categories, they are differentiated by gender, sex, race and culture (Castles, Hein and Miller, 2014). Here I will briefly look at the racial, gender, and immigrational background of Sweden in particular and Europe in general and how these is related to housing. According to statistics Sweden 2011, Sweden had 9.482, 855 inhabitants by the end of 2011 and first and second generation¹² of the population comprises about 25% of the Swedish population although half of them had a background from other European countries.¹³ The rough estimate of first and second generation immigrants from Africa and its' diaspora "Afro-Swedes" (i.e., the Caribbean and the USA) is about 170,595 comprising 1.8% of the national population. It is worth mentioning that, of all the Nordic countries Sweden has the highest percentage of black people as well as, among the

¹² First generation Swedish are those born aboard, and second generation are those born by immigrants in Sweden.

¹³ <http://tryck.org/wp-content/uploads/2013/10/Encyclopedia.-African-Diasporas-in-Sweden.-FINAL-II.pdf> (retrieved 2019/06/25).

countries with the highest percentage of black inhabitants in Europe.¹⁴ Chart 4 below is the composition of the foreign born in Sweden by immigrants and People born outside of Europe now comprise 45 per cent of all immigrants from 1945 to 2008 in Sweden.

Chart 4. The number and composition of foreign-born in Sweden 1950-2008



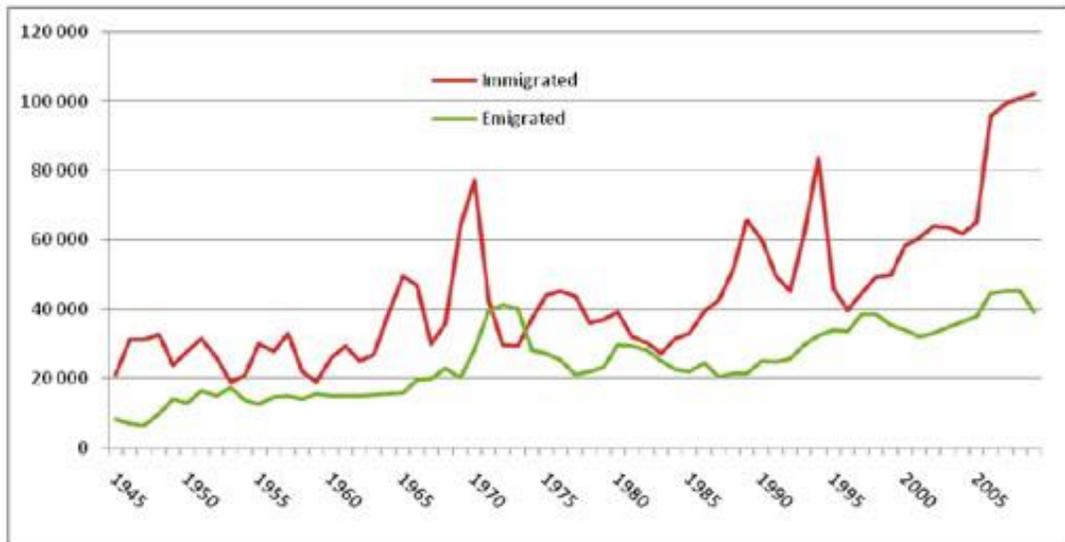
Source: Statistics Sweden.

Also, three quarters of the entire population growth since 1945 is due to increase immigration than emigration in Sweden. From 1945 to 2003 net migration surplus, including children born by immigrants, was 1,840,000 people and the total population growth was 2,380,000 (Statistiska entralbyrån, 2004). In total, there has been a population surplus for example, 2.89 Million people have immigrated from 1945 to 2008 while 1.62 Million have emigrated, giving a net migration figure at around 1.28 Million people as shown in the diagram below¹⁵ and this growth is without a considerable increase in housing.

¹⁴ <http://tryck.org/wp-content/uploads/2013/10/Encyclopedia.-African-Diasporas-in-Sweden.-FINAL-II.pdf> (retrieved 2019/06/25).

¹⁵ Andersson, Roger, Hanna Dhalmann, Emma Holmqvist, Timo M. Kauppinen, Lena Magnusson Turner, Hans Skifter Andersen, Susanne Söholt, et al. "Immigration, Housing and Segregation in the Nordic Welfare States," 2010. <https://helda.helsinki.fi/bitstream/handle/10138/25849/julkaisuc2.pdf>. (2019/06/12).

Chart 5. Immigration and emigration, Sweden 1945 to 2009



Source: Statistic Sweden.

Sweden is made up of people from many racial backgrounds and what is important here is to identify how these diverse identities from different continents are now living together. This is as a result of migration. Migration of people since the days of slavery up to date has brought together people from different racial origins in every part of the world and students are not an exception to this diversity.

Race does not only constitute of black or white but is more than the description of skin color or physical attributes. The “concept of race did not exist prior to racism instead, it is inequality and oppression that have reproduced the idea of essential racial differences” (Ferber, 2009; Kang, Lessard, Heston, and Nordmarken, 2017). It’s can also be determined by the superiority of one’s sexuality, motivation, intelligence, and culture (Kang, Lessard, Heston, and Nordmarken, 2017). During the 20th century, people with African ancestors or blood were considered legally Black with the belief that white scientists of the early 19th century tried to argue that blacks were inferior by studying biological difference (that is, Black has a smaller cranial capacity, contained smaller brains and thus less intelligence forgetting the fact small capacity of brain does not determine intelligence) (Kang, Lessard, Heston, and Nordmarken, 2017). Also, in Sweden, Afro-Swedes as a group, is racialized as first and second generation of black immigrants as well as mixed-race

person. With one black parent living in Sweden these people are considered or identify as Afro-Swedes and black since they are unlikely identify as white but always identify as black¹⁶.

Although migration is highly considered as brain drain, it is also having an impact on the political, social, economic and culture on the receiving societies in the long run (Castles, Hein and Miller 2014). For example, the Table2, below shows the proportion of male and female from a broad immigrant category in Sweden. The total on the bottom line on Table2 shows that the percentage of female is slightly overrepresented because of female dominance among some of the larger immigrant categories, such as people from the Nordic countries, Eastern Europe, and even more from Eastern Asia. On the contrary, male immigrants dominate among immigrants from Northern Africa, Western countries and Western Asia.¹⁷

Table 2. Proportion of men and women in different immigrant categories, 2008 (Geosweden database).

Country of birth	% Sex		Total	%
	Male	Female		
Born in Sweden	49.9	50.1	7963577	86.2
Rest of Nordic countries	43.4	56.6	268419	2.9
Rest of Western European countries	54.9	45.1	131702	1.4
Eastern European	45.9	54.1	298371	3.2
Sub-Saharan Africa	52.1	47.9	74971	0.8
Western Asia incl Turkey and N Africa	55.0	45.0	292052	3.1
Eastern Asia	36.8	63.2	114123	1.2
Latin America incl Central America & Mexico	49.0	51.0	70484	0.76
North America, Australia, New Zealand	54.3	45.7	22205	0.3

¹⁶ <http://tryck.org/wp-content/uploads/2013/10/Encyclopedia.-African-Diasporas-in-Sweden.-FINAL-II.pdf> (retrieved 2019/06/12).

¹⁷ Andersson, Roger, Hanna Dhalmann, Emma Holmqvist, Timo M. Kauppinen, Lena Magnusson Turner, Hans Skifter Andersen, Susanne Söholt, et al. "Immigration, Housing and Segregation in the Nordic Welfare States," 2010. <https://helda.helsinki.fi/bitstream/handle/10138/25849/julkaisuc2.pdf>. (retrieved 2019/06/12).

Unknown	53.8	46.2	610	0.006
Total	49.7	50.3	9.236.514	100
All immigrants	48.3	51.7	1.272.937	13.8

According Afro-Swedes, despite this diversity, it was still very difficult for people of color to gain recognition in what they were doing in Sweden. For example, according to (McEachrane, 2012) an African scholar from Uganda called Victoria Kawesa,¹⁸ has written several reports on discrimination and racism in Sweden for the EU, Centre Against Racism in Sweden, European Network Against Racism and the Swedish government against anti-black racism in Sweden. She created the term “Afrophobia” to describe anti-black discrimination in Sweden and elsewhere in the EU and the term is now frequently used by several of the country's governmental agencies such as The Swedish National Council for Crime Prevention (Brå) (McEachrane, 2012). Also, it been difficult for other scholars and prominent Afro-Swedish rappers to gain recognition and most of them have release song against discrimination and racism. However, recently some Afro-swedes are gaining recognition in politics and other sphere in Sweden.¹⁹

Furthermore, in Europe, the political issues on migration has increased and has led to the rise of extreme right-wing, anti-immigrant and Islamophobic parties and a focus on migration and diversity issues and Xenophobia (cf. David, 2012 as cited in S. Castles, Hien d Haas and M. J. Miller, 2014). Racism in Europe has stimulated a lot of hatred and hostility that has sometimes led to racist attack. For example, 32 years old Norwegian far/right radical Anders Breivik in order to grow attention to his Islamophobic and the anti-feminist manifesto 2083, on the 22nd July 2011, attacked government buildings in Oslo, causing 8 death and carried out a mass shooting at a youth camp of the Norwegian Labour Party on the Island of Utøya, where he killed 69 people and got hundreds of youths wounded (Castles, Hein and Miller 2014). A similar incident happened recently on 15th of march a self-proclaimed ‘white nationalist’ opened fire on worshippers at mosques in

¹⁸ PhD student in Gender Studies and researcher on civil rights in Sweden for the Fundamental Rights Agency of the European Union. She has written books like, Att Färgas av Sverige [To Be Colored by Sweden] (DO, 2007) and experiences of discrimination amongst Somali immigrants in Sweden, Vart tog rättigheterna vägen? [Where Did the Rights Go?] (CMR, 2011).

¹⁹ <http://tryck.org/wp-content/uploads/2013/10/Encyclopedia.-African-Diasporas-in-Sweden.-FINAL-II.pdf>

Deans Ave and Linwood, killing 50 people and wounding another 50 in New Zealand²⁰. The above review proves the existence of racism not only in Sweden but in Europe in general and its implications are devastating.

Taking into consideration the above diversity of race, gender, class and in Sweden, it is evident why there is segregation of housing and why most people who are homeless are immigrants. Housing segregation is inevitable in Sweden because most of the areas that majority of Swedish residence are very expensive and are also private properties owned by private individuals and most immigrants cannot afford rent talk less of purchasing their own houses in such areas.²¹ Therefore, the turn to live in areas that are available and more affordable to buy or rent.

2.7 Racism in Swedish universities

Sweden is recognized internationally as a country that protect the right of the children and gender equality. However, over 50% of the population and women that experienced discrimination in Sweden experience it because of their skin color (Felleson, 2017, Mählck, 2018). This points out how intersectionality of gender and race lead to discriminating of woman of color are as a result of racism. In line with this, below will be a briefly look at racism in Sweden universities.

Sweden has development aid funded programs that arrange the Swedish government to cover education costs for student from universities in low-income countries in the global south. This organization responsible for the funding of most African students undertaking PhD training in Sweden, yet these students are not part of the internationalization of Swedish Research Policy, neither are they represented in the national statistics. There is an estimated number of 800 to 1000 student who have obtained their PhD through this scholarship and it is unbelievable to note that this scholarship programs has been functioning in some African countries for 40 years, yet are not included in the national statistics Sweden (Mählck, 2018).

²⁰ <https://nzhistory.govt.nz/culture/nz-crime-timeline> (retrieve on 2019/06/28).

²¹ <https://www.thelocal.se/20150310/segregation-on-the-rise-in-sweden-suggests-survey> (retrieve on 2019/06/28).

Moreover, PhD students from Asian countries have different experiences at the university because of their race. Asian students are the latest groups of international students in Sweden with a percentage of 50. However, despite their high representation, little is acknowledged about the premise under which they are studying in Sweden and how they view their position in the Swedish academia (Mählck, 2018). These Asian students are allocated a lot of work than the Swedish Student because the Swedish are aware of their labor laws and the Asian PhD students cannot not oppose because they are afraid to lose their jobs or experience other forms of subjugations (Courtois and O'Keefe, 2015; Mählck, 2018). On the other hand, Swedish PhD students are not subjected under any extra work nor at the same pace as international students probably because they are aware of workers' rights and opposed any labor relations that are against it in school. Also, Swedish students are more likely to have a student accommodation than a student from the global south. This is because when Swedish students are still in their high school, they can apply for accommodation two years before the get into the university, therefore, they are more likely to have a good accommodation compared to a student from the global south who is still having a month queue days. In all a student from the global south has a lot of issues such as racism, isolation just to name a few to deal with compare to a Swedish student and these differences need be taking into account in the academia.

In summary, racism in the Swedish universities is hardly make visible because of the way it portrays herself internationally as a liberal and a human right nation. However, from the above mention, racism still has its way in the Swedish academia. Students from the global south still find difficulties in the schools and in acquiring accommodation.

CHAPTER THREE

THEORETICAL FRAMEWORK

As mentioned earlier, women as well as men migrate to different continents due to diverse reasons, yet little has been said concerning women as compared to men. This theoretical framework will enable us to understand the phenomenon by introducing feminist theories of intersectionality and critical approaches to gender and race in relation to issues of migration and housing.

3.1 Theory of Intersectionality

This study will discuss the housing experiences of female scholars from the global and its exigence to understand how race, gender, sex and migration intersect with their housing experiences. Issues related to race, gender, class and sexuality amongst others in Sweden as well as other countries have been examined through the concept of difference. Identity-based politics has been a source of strength, and intellectual development based on the notion of difference (Crenshaw, 1991). But this identity politics fail because it frequently conflates or ignores intragroup differences. For example, violence against women was and is experienced differently by women shaped by other dimensions of their identities such as race and class. And ignoring this difference within groups can cause tension among groups and a lack of our understanding of an important social issue (Crenshaw, 1991). Crenshaw also noted that feminist and antiracist efforts to politicize women experiences and people of color respectively have often presented issues and experiences they each face as if they happen in mutually exclusive terrains notwithstanding the fact that sexism and racism intersect in the lives of people.

Intersectionality was developed because of the concept of difference. The different experiences of black women or women of color fall within difference categories such as race, gender and class. They are marginalized first because they are women (gender), black (race), and with little education and wealth (class). Marginalization of black women take place at the intersection of these categories. The notion of gender is interpreted by others based on race and the notion of race is interpreted based on gender. That is, the gender, race, class and other categories are directly or indirectly affecting each other. For example, according to Kang, Lessard, Heston, and Nordmarken

(2017, p.31), *“a person is never received as just a woman, but how that person is racialized impacts how the person is received as a woman. So, notions of blackness, brownness, and whiteness always influence gendered experience, and there is no experience of gender that is outside of the experience of the race. ... race, gendered experience is also shaped by age, sexuality, class, and ability; likewise, the experience of race is impacted by gender, age, class, sexuality, and ability”*.

Intersectionality is a relationship between two or more systems of social hierarchy, and they are affected by one another. For example, discrimination against women can be directly related, encourage, and shaped by someone’s ethnicity and race.²² I think, the fact that we move from town to town, country to country has brought the difference in the lives of people and their challenges are also different. The housing experiences of a female scholar from the global south will probably be different from female international student from Europe or the American probably because of racial and class-based differences although, they are all female.

According to (Kang, Lessard, Heston, and Nordmarken, 2017), “the legal scholar Crenshaw (1991), articulated the concept of intersectionality as a mode of analysis integral to women, gender, sexuality studies. Within intersectional frameworks, race, class, gender, sexuality, age, ability, and other aspects of identity are considered mutually constitutive; that is, people experience these multiple aspects of identity simultaneously and the meanings of different aspects of identity are shaped by one another”. This diagram below is looking at intersectionality with a critical lens. We can see how race is related to gender, class, sexuality and age just to name a few and these categories intersect with each other.

²² <https://www.wikigender.org/wiki/intersectionality-of-gender-inequality-and-racial-discrimination/> (retrieve on 2019/06/30)

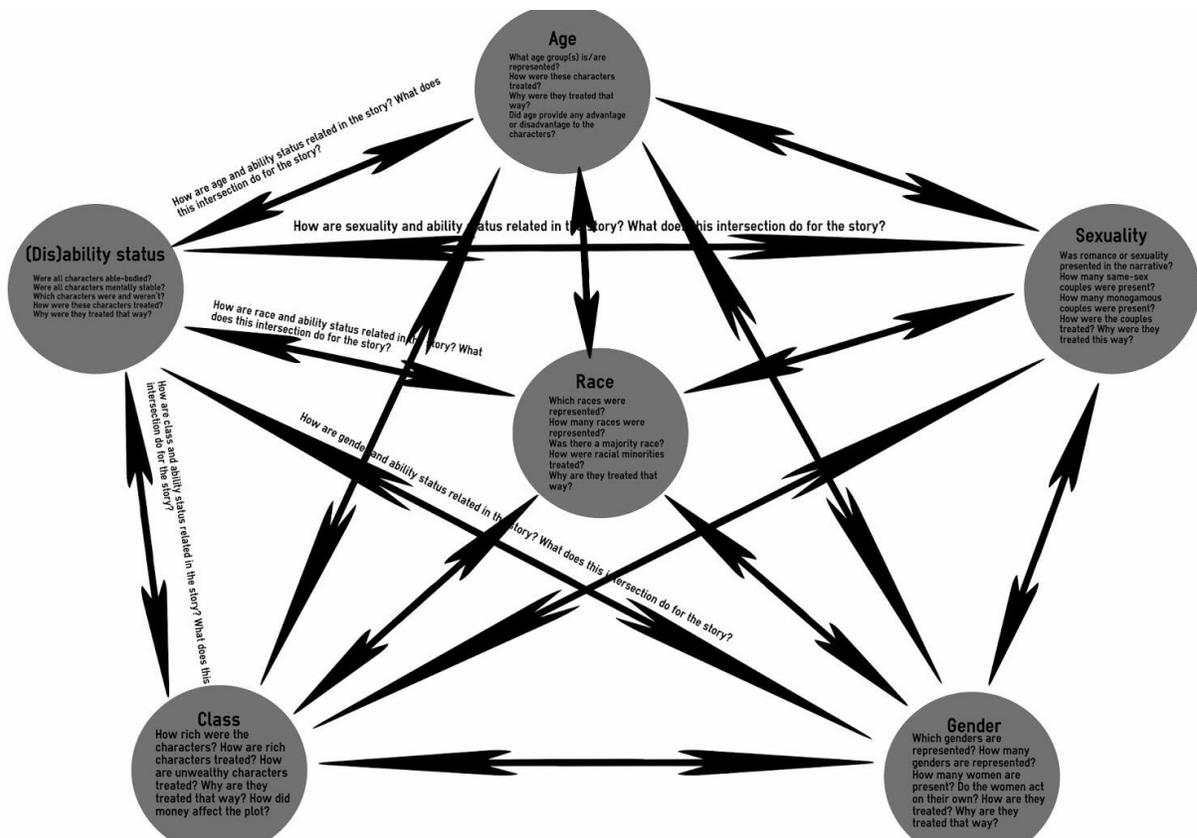


Figure 1. The diagram of a critical demonstration of intersectionality²³

The analysis of intersectionality is different from single-determinant identity models and additive models of identity. With single-determinant identity models, one identity says gender dictates one access to power. For example, the concept of `global sisterhood` or the impression that all woman globally shared some basic common political needs, wants interest and concerns (Morgan, 1996; Kang, Lessard, Heston, and Nordmarken, 2017). This is because there exist other social challenges like how various cultural structures shaped by race, religion, and access to resources aside gender may place women needs and concern opposite or not the same as other women. So, women in different social and geographic locations face different problems and that is what intersectionality considers. A good example is the fight for legal equality and freedom to work as men by the white middle-class women in the United State were not the major concerns of rich white women who already had these opportunities, and this was different from the experience of women of color or

²³ <http://intersectionalqueerpedagogy.blogspot.com/2015/07/intersectionality-as-critical-lens.html> (retrieve on 2019/06/30).

black women who were domestic workers, factory workers and slave laborers since the early colonial settlement in the US. (Kang, Lessard, Heston, and Nordmarken 2017). According to Collins (1998), the movements of women in the north or developed countries may be the fight for equal legal rights in politics and labour market (strategic gender needs) on the contrary, women from the global south movements main concerns may be the urgent need to “*access to clean water, access to adequate health care, and safety from the physical and psychological harms of living in tyrannical, war-torn, or economically impoverished nations*” (practical gender needs)(Kang, Lessard, Heston, and Nordmarken, 2017, p.33).

Additive identity model, on the other hand, puts together a complex situation that is adding privileged and disadvantaged identities together. For example, black men may experience some advantages based on gender but has limited access to power due to race.

However, although intersectionality has contributed greatly to feminist analysis, yet practically the term is usually used to identify the specific difference between “women of color” or “black women” as the ‘Other’ and white women therefore focusing on the white women again. (Puar 2012). This theory of intersectionality was developed in America and so is makes US as the dominant site of feminist inquiry and or women studies (Euro-American bias.) It also does not consider the fact that these identities can change and be flexible (Puar 2012). Irrespective of this setback, intersectionality remains one of the best frameworks to examines how identities are related to each other using our own experiences and how the social structures of class, gender, age, ability and class intersect with each other taking into account difference in these intra-groups. That is why it is important in this study to use the theory of intersectionality to examine the concept of difference within the category of female scholars housing experiences from the global south living in Gothenburg.

3.2 How does intersectionality relate to migration?

Women of color experienced the highest level of poverty, childcare responsibilities, lack of job and skills in the US during the colonial area (Crenshaw, 1991). They also experienced domestic violence on the contrary, if women who didn’t share the same class and or racial background and

if intervention strategies were based solely on their experiences, then it would have been difficult for women of color to get help (Crenshaw, 1991). For instance, in the US the Congress amended the marriage fraud provision of the Immigration and Nationality Act to protect immigrant women who were battered or exposed to extreme cruelty in 1990 by the US citizens or permanent residents (those women who immigrated to the US to marry). Under this Act, anyone who immigrated to the US to marry must remain properly married for two years before applying for a permanent residence. Due to this Act, many women of color who immigrated to marry had to endure all kind of hardship just to keep their marriage and later apply for permanent residence because of fear of deportation (Crenshaw, 1991). They were battered but couldn't speak because of their present situations as Spivak further confirms this in her text "Can the Subaltern Speak" that, *"Women are being treated as the "other" since they are subordinated to their men. The condition of the Third World Women is even more pathetic. They are doubly segregated; first, from their men and from the white upper class. The third world women are discriminated based on gender, color and caste. The concept of the "other" comprises not only of the women of the third world but all the unwanted people..."* (Spivak, 1987 p.130).

According to Crenshaw (1991), when the Congress amended the Immigration Act of 1990, it provisioned the marriage fraud rules to allow for an explicit waiver for hardship caused by domestic violence. Still, many immigrant women especially women of color were unable to satisfy these conditions for a waiver because it required the reports and affidavits from police, psychologists, medical personnel, school officials, and social agencies.

Cultural differences are also a hindrance to immigrant women especially those from Asian where cultural implications are involved if the battered women report the husband of assault. Women of color also with low income, education, fear of homeless and high dependency on their husband will prefer to take the battery and protect their marriage. Even those with permanent residence sometimes are not aware of the Act and solely depend on their husbands for every information regarding their residence permit or legal status and some are threatened by their husbands to deport them if they called the police (Crenshaw, 1991). It is also a similar situation in Sweden where Swedish students are more aware of their rights and are swift to make a report unlike the students

from the global south, where, even if they are aware of their rights are still afraid or skeptical to report it to the university officials (Mählck, 2018).

All these examples show that subordination of women as immigrants intersect with their experiences of domestic violence and fear of homelessness. The outcome of all this place more burdens on immigrant women and increases the inequality and disempowerment they experience.

3.3 How do female scholars from the global south experience intersectional form of discrimination in Sweden?

In Sweden, female scholars from the global south also experience intersectional form of discrimination. I will start by giving an introduction of the interest Sweden as well as other countries from the global north has on the global south academically. The global north countries and NGOs recent interest in developing the research capacity of the global south has created a platform where Sweden as well as other countries from the global north has provided scholarships for scholars from the global south. This scholarship enables students from the global south to teach at the university while working on their PhD (Mählck, 2018). The Swedish International Development Cooperation Agency (SIDA) oversees providing this research scholarship to low-income countries and the main idea of this PhD programs is to enhance globalization. That is, they are intended to sustain links with the home institution in the global south during training in Sweden (Mählck, 2018). This suggests that, any scholar from the global south taking this program must be flexible that is, mobility is obligatory.

This mandatory mobility has led to delays in time completion. The leading national policy recommendation in Sweden is that PhD students should be employed at Swedish universities under conditions which give them workers' rights to a pension and the social security system however, these rights are not recognized by the migration policies and migration still considered them as international students and not workers (Mählck, 2018). Therefore, the constant renewal of student visa every after one year is time consuming and can led to some serious delays and an additional year of study. It is evidence that their study permit experiences as scholars from the global are totally different from international scholars within EU states or Europe.

Looking at the conditions for this scholarship, according to the national statistics in Sweden, there is a persistent gender gap among international postgraduate students compared to the majority Swedish postgraduate students (Mählck, 2018). This is because men are more flexible than women, especially married women and or single mothers to leave their children behind or be on a constant move with their children as well as applying for visa for her family every year. Therefore, the scholarship program policies do not consider the difference intersectionality of gender responsibilities and experiences from the global south.

Moreover, immediate accommodations are not usually allocated by the university for scholars from the global south as you need to follow the queue system. As earlier mention, housing is a necessity and it is easy for a man to share a small space than a woman, and it more challenging for a single mother. More female migrants face sexual abuse than men, therefore, considering these intersectional differences of scholars with regards to gender, is evidence that their challenges are different. Identifying these diversities within this category (scholars from the global south) can create another perceptive of how housing can be allocated. With this research, I aim to show that the intersectional experience of female scholars from the global south need to be recognized when it comes to regulation of housing in Gothenburg, Sweden.

In conclusion, the theory of intersectionality is a great tool in understanding the female scholars housing experience from the global south and also create awareness of these issues because shelter is a necessity for every human being.

CHAPTER FOUR

METHODS AND RESEARCH DESIGN

This section will discuss the methods as well as methodology used in this research. I will also discuss my positionality and reflexivity as the researcher and a woman of color and a scholar in Gothenburg, which constituted the starting point to this study.

4.1 Qualitative research method

Qualitative research method is the use of non-numerical data and that seeks to interpret meaning from these data that enable the society to understand social life through the study of targeted populations or places. According to Nkwi, Nyamongo, and Ryan (2001, p.1), “Qualitative research involves any research that uses data that do not indicate ordinal values”. It enables social scientists to investigate and interpret the meanings that people attribute to their behavior, actions and interaction with others and because this study aim is to investigate the housing experiences of female scholars from the global south, using a qualitative method will give female scholars an opportunity to tell their stories and provide recommendations especially with the use of interview guide. Using qualitative method here will help to improve our understanding of this housing crisis in Sweden and a remedy to this social problem. With this method one can understand how the housing policies are organized in Sweden and how these policies have a huge impact on female scholars from the global.

4.2 Autoethnography and reflexivity

Autoethnography narrative is not new to social scientists, anthropologists and gender studies scholars. Here, as a woman of color and scholar from the global south, I will use my own experiences as well as other scholars’ experiences from the global south and ‘consider them with feminist theories of intersectionality. I will explain how being a woman of color and scholar from the global south shape their housing experiences.

According to Chang (2008), autoethnography deals with cultural analysis and interpretation with narrative details. That it follows the anthropological and social scientific inquiry approach rather

than descriptive or performative storytelling. That is to reflect, analysis and interpret within the broader socio-cultural context.

According to (Andersson 2000; Chang 2008), autoethnography is expected to satisfy the following conditions:

- The auto-ethnographer should be a complete member in the social world under study.
- The auto-ethnographer should engage reflexivity to analyze data on self
- Should be visible and actively present in the text
- Should include other informants in similar situations in data collection and
- Should be committed to theoretical analysis.

However, this has been opposed by other researchers like Ellis, Bochner (2000) who argue for evocative, emotionally engaging and more subjective auto-ethnographers, while other scholars like Best (2006) support that autoethnography should be both objective and subjective. However, I think what is important in this situation is that autoethnography should not just be a story telling for one individual but should include the experiences of other as well as considering other theories and studies related to the field of research.

Looking at the scope of this research, the above five categories are applied to this study because as the researcher I have experienced the housing crisis in Gothenburg. In addition, I use interview guide with other female scholars from the global south housing experiences analysis. Also, I will reflect on the data when doing the data analysis through the theoretical lens of intersectionality.

I will use “ethnographic memoirs” and “reflexive ethnographies” because they fall within the category in which ethnographers expose their ethnographic process, their personal experiences, or feelings from the field. It can also describe what went on in the back stage of doing research, self-narrative of memories maybe of childhood to adulthood with the help of a diary and self-reflexivity relating it with the experiences of others and theories (Ellis and Bochner, 2000; Chang 2008).

4.3 Semi-structured interviews.

In this study, eight female students from the global south were interviewed as well as the experiences of the researcher. An audio recorder was used to record the interview and the interview were transcribed. Since my targeted groups are female scholars from the global south, I interviewed scholars in the University of Gothenburg and the Chalmers University of Technology. I protect the names of my participants concealing their names. They were also reassured that their response will be kept confidential and use only for the propose it was collected.

Someone may ask why female scholars experiences? As a gender advocate I want to do research on general housing issue in Gothenburg but to do so through the perceptive of female scholars, which are often hidden, ignore or not spoken about in Sweden. I am interested in asking questions related to their experiences and see how my findings can be related to social change and justice for female scholars from the global south. It is obvious that I am not totally a stranger or an outsider to this research since I am a female scholar also from the global south and I have experienced what it is to live in Sweden without any secure accommodation. I chose to conduct interviews because they allow me to gain an insider view of what these scholars from the global south have to experience in relation to housing in Gothenburg. Based on what I have experience as a scholar from the global south, I believe that interviews help me to gain new perspectives in the lives of the respondent's experiences, their problems or challenges. I conducted semi-structured interview with a specific interview guide that is a list of written questions that need to be asked by the respondent (see appendix 1 below).

The category of female scholars in this research includes BSc, MA and PhD students from the global south and identify as visible minority or racialized individuals in Gothenburg Sweden. Also, among them are single and married women with an age range from 23-36 indicating their youthfulness. Below is the table representing the participants of these study, for the ethical reasons, their names are represented as participant1 to 8.

Table 3. list of participants and their ages.

No	Names representing the participants	Ages	Degree level	Country of origin
1	Participant 1	28	MA	Botswana
2	Participant 2	29	MA	Cameroon
3	Participant 3	23	MA (exchange student)	Uganda
4	Participant 4	36	MA	Bangladesh
5	Participant 5	26	MA	Ghana
6	Participant 6	26	BSc	Cameroon
7	Participant 7	33	PhD	China
8	Participant 8 (myself)	28	MA	Cameroon

A little introduction of the participants

Participant 1 from the table 3 above has been living in Gothenburg for about 16 months before we met for the purpose of this interview. She has lived in four different places before finding a student accommodation. Participant 2 has lived in Gothenburg for 2 years, is married with two children and has lived in about four different houses and hasn't gotten a student accommodation yet because she is in need for a bigger space for her family. Participant 3 is an exchange student and has gone through little no stress in finding accommodation. Participant 4 is also married and has lived in Gothenburg for 5 months and has moved to 2 different apartments. Participant 5 has moved to two different places within 16 months before finding a student accommodation. Participant 6 has been living here for 1 year and has change 3 different apartments. Participant 7 within 20 months has moved to three different places before finding accommodation with SGS and participant 8 who is myself has lived in three different places before finding accommodation with SGS. The analysis in the chapter below will give a detail investigation of the above intersectional female scholars from the global south housing experiences in Gothenburg.

CHAPTER FIVE

DATA ANALYSIS

Here, I will use thematic analysis to analyze the data collected in this study through semi-structured interviews. Thematic analysis is widely used, but there is no clear agreement about what thematic analysis is and how you go about doing it (Attride-Stirling, 2001; Boyatzis, 1998; Tuckett, 2005, Clarke, 2006). It can be defined as a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes data set in detail and can further interpret various aspects of the research topic.

I have used inductive approach to directly link the themes to the data collected. As my aim is to examine the housing experiences of female scholars from the global south and a theoretical thematic analysis, the data has been linked with the theories. The analysis creates a relationship between the reality and the theories. For easy understanding and demonstration of female scholars housing experiences, I have created sub titles to explain their points.

The propose of this research is to tell my housing story and the housing story of other female scholars from the global south and show how we all experience housing differently and relate it to feminist theories and practices. Analyzing these housing experiences is not only for myself, but because thousands of female scholars from the global south are experiencing similar challenges. This is a call for concern because these students are not travelling to Sweden for family reunion like other migrants do where they can have a place to live, but their focus is to come and study. It should be noted that the fact that I am working only on women experiences should not be considered as research bias but is an “alternative way of thinking” that is, the goal of granting authentic expression and representation to women’s lives (feminist standpoint epistemology) (Brooks, 2007). Its focus is not to directly attack the existing housing policies in society but to provide a perceptive and awareness for proper accommodation of female students from the global south in Gothenburg and to avoid experiences like the one analyzes below.

5.1 How housing experiences intersect with sexual harassment

During the days of slavery, Harriet Jacobs used her own experiences as a slave woman to reveal the acute exploitation, physical pain and mental anguish she was forced to endure as a slave, including many years of harassment perpetrated by her owner (Brooks, 2007). Similarly, when a female scholar from the global south comes to Gothenburg to study without a secure accommodation provided by the institution as I noted above this can lead to negative experiences and discrimination. Awful experiences like sexual harassment can occur because these students will have to take any available housing. I will first like to start with my experience with regards to sexual harassment and describes other experiences in this same subtopic.

When I migrated to Sweden September 2017, it was difficult for me as well as other participants in this research to find an accommodation due to the scarcity of student housing in Gothenburg, Sweden. I had to share a room in an apartment with a male housemate. I have never lived with a stranger in my entire life and I wasn't aware that in a country like Sweden a woman could be sexually harassed. I was in constant pressure by my apartment mate asking for sex and the more I refused the more he insisted, I was terrified and I shared it with a few Cameroonians and they admitted to me that it happens and it is left for me to either say yes or no. I was surprised, but the only thing I had on my mind was to look for another accommodation that was not easy to come by. I had to keep fighting each time he raised advances at me because I had nowhere to live. As Crenshaw (1991) mentions, migrant women because of fear of becoming homeless, endure all kind of violations. I couldn't say a word to the authorities and even if I did would it have made any difference? because I wasn't completely aware of the laws in Sweden as far as sexual harassment was concerned. On the other hand, in my country Cameroon is difficult to see a woman making a report on cases like sexual harassment. I think I was confused, afraid and didn't know exactly what I needed to do in such a situation. Then, I realize that fear of retribution is what leads to silencing of women. Women who undergo these harassments at home or workplaces are afraid of being judged wrongly, criticized, go homeless, lose their jobs or opportunities chose to stay silent and endure the torture. For example, according to ABC News, "only 6 percent to 13 percent of people

who have been the targets of sexual harassment file a complaint, according to the government's report".²⁴

In my interviews, another female scholar (participant 6) from the global south also noted that she was sexually violated when she arrived Gothenburg because she had no alternative place to live. She narrated her experience of housing in Gothenburg as a tragic one because when she arrives Gothenburg her sister's friend picks her up, but since she never had an accommodation, she had to live with him in his apartment as she stated;

P6: "At first, I had no idea he was interested in me because he was like a family friend and I trusted him. Since I was not working yet, he pays the bills, and treated me well for the about two weeks, then everything changes when he started asking me to make love with him. He became very aggressive when I rejected his sexual advances, I felt like I was living in hell, I search for a room on daily bases but, unfortunately, I was unable to get an offer from a private apartment, while I was still searching and waiting he threatens to throw me out in the cold during winter, he developed hatred in his heart for me, it was like I was living with an enemy just because I refuse to give my body to him"

As a result, from the above statement, she basically becomes uncomfortable every day because the man she was living with became persistent in his quest for making her his lover. She noted that she couldn't feel comfortable living with him and his demands, but she had nowhere to go to either. She explains that should had to develop a coping strategy that is to sleep when her housemate is not around and to stay up when he was asleep to avoid the unforeseen circumstances that may happen at night. She also noted that she couldn't say a word about it because she needed a place to live and culturally is not acceptable for a woman to say such a thing about a man she states;

P6: You know in my country, is different, I mean is unacceptable for a woman to report a man about sexual advances, since he has not raped you yet, so it was not possible for me to report what was happening.

²⁴ <https://abcnews.go.com/Business/victims-sexual-harassment-fear-retribution-leads-silence/story?id=40764840> (retrieve on 2019/06/30).

This is fear of retribution. According to Crenshaw (1991), culture also play an important role in keeping women silent from discussing issues relating to sexual harassment. This demonstrate the relationship between the fear of homelessness and enduring sexual harassment.

The question I had in mind was are these female scholars from the global south aware of this sexual harassment? Apparently, I wasn't aware and many others I interviewed, but one of the female scholars informed me that she was conscious of this awful act even when she was still in China, she states;

P7: When I was still in China, well, I heard stories and experiences of those who experience sexual harassment and could not fight back because they were sharing a room or an apartment with the perpetrators, so I said to myself I will never share an apartment with an opposite sex.

According to her, men's physiology is stronger than that of a woman and they can use force if they want to so, she decided to live in a hostel until she could find a share apartment with the same sex. She noted that she heard from so many females complaining of the difficulties they encountered while living with the opposite sex and that consciousness made her avoid it. It is ignorance and unawareness that lead to wrong decisions about where to live and who to live with without being aware of the repercussions therefore, it is important for students from the global south to be aware of these sexual harassments, so that their choices of who to share an apartment with can be made wisely. According to Mählck (2018), Swedish student knows their rights and can oppose to any form of illegal practices compare to students from the global south who are constantly afraid of one thing or another. Experiencing sexual harassment as well as other challenges in relation to housing as a student can contribute to psychological and emotional stress and this shall be analysed below:-

5.2 Psychological and emotional stress

Having a permanent and stable housing can go a long way to improve our health mentally and emotionally. However, the thought of being or becoming homeless, constantly looking for an accommodation affects female students from the global south living in Sweden emotionally and psychologically. First, I must admit that it is difficult for someone to realize that they are under emotional and psychological stress, what is most realize is that they constantly feel down and

continue to develop low self-esteem, they start doubting their credibility and realities and isolate themselves because of the housing challenges.

Furthermore, the psychological and emotional stress that female scholars from the global south go through is terrible. Out of the 8 female scholars I interviewed, 7 of them have gone through this kind of stress. According to participant 7, her constant search for accommodation and her failure to find it was very depressing and made her psychologically and emotionally unstable. She had to spend more time on website and groups on Facebook looking for accommodation and even when she saw one it wasn't permanent.

P7: When I was still living at the hostel with the money I spend everyday, I was very desperate for accommodation and I was a PhD student, I searched every website and I even thought I was going crazy, is an experience I will never forget.

Also, participants 1 confirmed that she stayed in 4 different places within 16 months before had a last-minute room offer with SGS and her experiences in those places were catastrophic and devastating. The first two places she lived in were relatively small and strictly for one person and she never had the keys to the apartment, she had to practically wait for her roommate every day to open the door for her in the evening. She left the house before them and returned home when they are back.

P1: Imagine, I had to adjust my schedule to fix the schedule of my roommate, I stayed in school sometimes to 8:30 not because I wanted but because it was a only place to wait for my roommate to get home before me, because I never had my own set of keys to access the room.

She sneaked in and out of the apartment daily as she felt her presence was unwanted. She noted that this affected her negatively by making her psychologically unstable. She said it was like a nightmare they did not allow her to cook after 5 o'clock food smells and the fact that she was a student and had classes from 8 or 9 am to 5 pm during the first semester made it difficult for her to cook and eat fresh meals. She had to make out time during the weekend and cook for the whole week and that was her coping strategy. She also noted that she had no social life and no visitors. This shows how dehumanizing it is to live in another person apartment and if you don't follow the rules, you are out the next month and no one wants to go on the street. I can say that my own

experience wasn't better either because the second place I move to though I wasn't sexually harassed I felt empty and a lone. We couldn't watch the TV together because he preferred sports and I was constantly in my room.

Moreover, most participants in my research noted that their commuting distance from school was long, which added to their depression and stress. According to participant7, it was difficulties for her to find accommodation and this affected her emotionally and psychologically. She started;

P7: When I arrived Gothenburg, I lived in a hostel for one week and decided to attend a meeting held by the university of Chambers to encourage landlords with available space (rooms) in their houses to give out the rooms for rent to new students and was able to meet a landlord but unfortunately, he lives in Kungsbacka and because I couldn't afford living in the hostel, I accepted the offer and moved to Kungsbacka. This was challenging time for me and my studies because I spend 1hour 30minutes to go to school and 1hour 30minutes to go back home every school day for one year and the transportation was also more compared to those living in Gothenburg.

The participant above emphasizes that their housing experiences were very strenuous and emotional.

5.3 Housing experiences of female scholars with children

As earlier mentioned, Sweden is among the top countries in the world that support women and children's right however, during the interview I notice that the experience of female scholars with children are slightly different from others without kids. If it is difficult to get a room for one person then consider how it will be for two or three people. According to participant 4, as a mother and wife and a female scholar, she doesn't have the equal access to private housing because a private landlord has the right to specify who he/she wants in her apartment and often she does not fall within such specifications. For example, private renters most often don't like someone with kids and or a family. They specify that the place "is just for one person" since kids make a lot of noise, especially at night. According to her, private housing are very unreliable because if the property owner doesn't want you anymore in the house, they can give you just a month notice to leave their apartment, and to find another apartment within one month with kids is impossible and sometimes

it makes her feels like she is not welcomed because she has kids. She also noted that Sweden is a country that is well known for its strong support for children rights, but it is a surprise for her to realize that she is not wanted because she has kids as she stated;

P4: Based on my own housing experiences as a mother, wife and student in Gothenburg Sweden, I think having an apartment is full of uncertainty. I have lived and experienced it and even now, I am living in a room in a friend's apartment with my husband and kid while, still on SGS queue. Private apartments owners often don't want to give their rooms to parents with kids because of the inconveniences that comes with children (making noise and playing) and I always fill rejected because I have a family.

Participant 2 noted that her husband has been living in Gothenburg for 4 years and still, he hasn't gotten an apartment of his own and they are currently staying in a room in a friend's apartment with two kids and this is the fourth house they are moving into within a period of two years. This shows how extremely difficult it is for someone to rent a room or apartment with a family and this is more than emotional torture for her and her family. According to Mählck (2018), the percentage of women on the PhD funding scholarship for student from the global south is lower compare to that of men because of the conditions of the scholarship that does not encourage women with children to apply because of the constant movement from home university to the Swedish university during the study. And this is even more challenging when it comes to searching for an accommodation for women with children. Participant 2 stated that,

P2: When I was pregnant with my first child it was not very challenging to share a room in a shared apartment with my husband, but when I gave birth, it was very difficult, because our apartment mate constantly complained of not being able to sleep at night because the baby cries at night and within 3 months, he asked us to evacuate his apartment and find another place, since then is been constant movement from one apartment to another while still waiting for Boplats to provide us with accommodation.

Judging from the above response it is evident that having a child and studying is very challenging because it is not easy to find a place to live.

5.4 Housing crisis and its effects on educational performance.

Research has shown that high-quality, affordable housing, located in safe neighborhoods closer to campus can go a long way to provide stable environment where children access high-performing schools, learn, and succeed academically and a platform for academic (Cunningham & MacDonald 2012). However, the absence of high-quality, affordable housing has a consequence on the educational achievement of female scholars from the global south. From the above analysis, long distance from school, high prices of student housing, emotional and psychological stress and sexual harassment can lead to poor educational performance from students from the global south.

It is also important to note that the performance of a student during the first semester dictates the end of the academic year. A good start most often ends with a good end and vice versa.

I think living in a steady environment is one of the requirements to high level of educational performance. Leaving in a student environment where libraries are available and access to educative interaction with other students can increase the level of concentration when it comes to studying. As I mention earlier, I lived far from school as if that was not enough, I also face some challenges concentrating because my apartment mate was constantly making loud calls at night, watching late night TV programs when I was sleeping or studying. Also, another participant noted;

P4: It was very stressful you know I live in Kungsbacka ... I spent 3 hours of my day travelling from home to school and back... I had just little time to put in for my studies, is not a good experience, I desperately wanted to do my internship in Sweden, but because of the distance and lack of accommodation, I decided to go back to Ghana for the internship. This affected my performance for the first 3 semesters.

Almost all my participants emphasized that their concentration wasn't on studying alone because they were always busy looking for accommodation. One of the PhD student I interviewed said, she was always behind others Swedish PhD students because she was spending more time on accommodation search than her studies. She said;

P7: I have been working on my PhD program for the past years, yet I am still working on my final thesis while other Swedish students who were enrolled the

same year as I and had their student accommodation graduated in their 4th year. I can say that I wasn't any other student because the challenges I experienced such as emotional and psychological stress. My constant search for accommodation and moving from one apartment to another was not the same with those having their accommodation in their names and of course this has denied me to complete my education.

Looking at this, housing crisis in Sweden doesn't only affect student psychologically and emotionally, but it has a negative impact on their educational performance. The purpose of these students is to come here and study, they have pay huge sum of money for school fee and it is only fair that they concentrate on their studies, instead of constant search for housing.

5.5 Price increase in housing

As mentioned earlier, finding an accommodation in Sweden as a female scholar from the global south is not easy, but what is problematic is the level of demand compared to that of supply. When demand of student housing is greater than the supply of student housing, it leads to shortage and consequently an increase in price. Sweden has been experiencing this shortage in the past and recently, it has doubled (UC Berkeley 2017).

Looking at the interview, I realized that all the students I interviewed complained about price escalation of housing in Gothenburg. Among this, I noticed that female scholars with children must pay more money for a room than a single student, for instance if a student is paying 4000kr for a room, a student with children or a child will pay 5000kr for that same room. Reasons being that children use a lot of space and they cry unlike just one person and their private landlords are not asking for your opinion is either you are in or out because of the shortage.

Looking at Table 1 in chapter two on Composition of the Swedish housing stock at the end of 2014 above, out of 100 share of housing stock, only 32 are for Rented homes and these rented homes include student housing, therefore this shortage is as a result of the increase in the price of housing in Sweden (Emanuelsson, 2015). When students arrive Gothenburg majority of them live in the hostel for one or two weeks while searching for a temporary or permanent accommodation. From

the interview I realize that these hostels cost about 235-250kr per night which is very expensive for a student to afford for a longer duration as started by one of the female scholars below;

P1: I think hostels or hotels are very expensive in Sweden and as an international student from the global south it is difficult to meet up with such expensive and so, I preferred to own my accommodation immediately I arrive a country. When I arrived Gothenburg, I lived in a hostel for two weeks and a night in a hostel is about 235kr which is very expensive for a student...

It is evident that the price escalation is in every accommodation sector in Gothenburg and is among the factors that negatively affect female scholars from the global south. How can a student concentrate when she is thinking of where to raise like 4000-5000kr a month for a private accommodation?

5.6 Student housing policies and difference types of students

As mention in the literature review, there are many types of students that come to Gothenburg to study either as exchange or degree students. Exchange students who are under Erasmus and Linnaeus Palme can easily have an accommodation from SGE than students taking a full degree program. The university assists them in finding a short-term accommodation while those under degree programs are responsible for searching their own accommodation. I had the opportunity to interview an exchange student and according to her, she had not gone through a lot of challenges regarding renting her accommodation. According to her, when she arrived Gothenburg, her room was already available and with the help of a student assistant, she just went through some formalities by signing the housing contract and that was all. She stated that,

P3: I had no idea students were going through unbearable hectic difficulties just to have a room until when I started making some few friends in my class, they told me about their horrible challenges in getting an accommodation and I felt sorry for them. I told them it wasn't the same situation with me. When I applied for the exchange program, I did it with the SGS also and when I arrived Gothenburg my accommodation was already available and it is also very close to my school, and I'm very happy I didn't have to go through what the other students went through. I realized I was treated differently... I mean I'm an exchange student and have just a short time (one semester) to live and study in Sweden.

When I heard this, I was very perplexed and I try to relate this with the experiences of other female scholar I have interviewed who are degree students (BSc, Master, PhD or Researchers). After analyzing the various interviews, it was unquestionable that out of my 8 participants including myself, not one immediately had an accommodation from the student housing when they arrived Gothenburg, Sweden. As mentioned above, it took some participants 24 months, others 18 months and some 16 months to have an offer from a student housing company. Based on these facts, I decided to conclude that even within periphery of female scholars from the global south, their experiences are different because of the type of students they are.

5.7 Housing segregation in Gothenburg

According to statistics Sweden, housing segregation between ethnic Swedes and people from foreign backgrounds has broadened in the past two decades in some of the biggest towns in Sweden including Gothenburg. From 1991 to 2013 there has been an increase from 14 to 25% of housing segregation. Some of the interviewees in this study noted that they have observed some degree of housing segregation in Gothenburg. That areas like Saltholmen are mostly made up of white people than people of color and areas like Bergsjön are more of foreigners and in their opinion is not a good strategy of integration of immigrants rather, it is segregation.

Based on my own analyses and that of other participants in this study, segregation of student housing in Gothenburg as a result of price barrier. According to the female scholars I interviewed, it is undoubtedly that it took them many months to have a student accommodation, but one of the barriers in choosing where to get a student housing depends on their monthly budget. There are many outstanding students' accommodation in Gothenburg, but the prices differ. For example, areas closer to school campus with a room, kitchen and toilet are very expensive and range from 4000kr-6000kr per month for a completely room, while student housing which are a bit far from campus with shared kitchen and toilet is about 3000kr-3700kr. So, most female scholars from the global south cannot afford such luxurious housing as compared to Swedish students who are obtaining loan from the government to study and are not paying fee every semester as compared to those from the global south. Therefore, from the above viewpoint, price is an unseen tool of student housing segregation in Gothenburg Sweden.

5.8 Sharing of common space

According to the all participants learning how to use a common space like toilet, kitchen and seating room was very challenging. One of the participants states that she has learnt to be very patient living with other people in the same house she does not know. She also noted that she has never lived with someone she does not know before but because of the scarcity of housing, she was forced to tolerate some behaviors from the people she lives with since she does not have anywhere else to go. Sometimes, cleaning habits of some housemates are unacceptable. For example, one of the participants started that;

P2: I think is very challenging leaving with someone you barely know. I had issues with the person my family rented a room in his apartment. He makes life miserable for us. He made a schedule of how to clean the house, but when is his time to clean he never does it. He doesn't clean the bathroom, kitchen, sitting room, but when is my turn and I wouldn't do it, he will scream and strengthened to send us out. I think this was not fair on us, aside that he screams, when the kids are playing around the house, he constantly made them uncomfortable. The most important issue living with people is to understand them, still sometimes is very challenging.

Looking at this, it is undoubtable that living with some apartment mates is very difficult for some female scholars from the global south. The private houseowners makes rules that favors them more than their housemates. For example, one of the participants noted that she was asked not to cook food in the house after 5pm and that was the time she would close from school.

5.9 Comparing the queue housing system in Sweden to that of the global south

As mentioned in the literature, Sweden housing policy recognized how long you have been on queue waiting for your chance to have an accommodation. Students are also expected to wait on the line until their queue days are numbered enough to get them a student housing. It sometimes takes 16-24 months for a student to get a student accommodation. In my own situation, it took me 18months for me to get a student room with a shared kitchen as well as, it may take about 24 months queue days to obtain a room with kitchen and toilet and that may only happen after

graduation. One of the participants confirmed that it been more than two years and yet no student accommodation as I code,

P2: Getting a house or accommodation in Gothenburg is really challenging. In order to have an apartment in my name here in Gothenburg I must be in a queue for a very long time. My husband has been living in Gothenburg for 4years now and still, he hasn't gotten an apartment of his own. We are currently staying in a room in a friend's apartment with our two kids and this is the fourth house we are living in within a period of two years, which shows how extremely difficult it is for someone to rent a room with kids involved.

The waiting time is enough to start school and finish without having a student housing. Other participants also complained that it took them 16-24 months to queue and have a chance for a student housing.

On the contrary, countries from the global south does not experience this kind of queue housing system as in the case of Sweden.

P2: Unlike Sweden, the housing policies and condition of my country Cameroon is different. In my country, there isn't any queue system. Accommodation is hardly scare what you need is your money. You can buy land and build a house on it if you have the money. Individuals own real estates and properties which are always available to be rented out to people who need them. All you need is just to have the money to pay for an apartment and the next day it is yours. While in Sweden, even if you have the money to pay for you may sleep on the street.

The participants noted that in their countries there are comfortable and affordable student housing closer to the campuses and if the students are not interested in the student housing, they can get an apartment out of campus if they have the money. One of the participants from Botswana noted that, it is difficult to find accommodation in Gothenburg compared to her home country where housing scarcity is only in the capital cities and this scarcity affects only those who cannot afford high rent. Another participant from China noted that, the population of her country may be larger compared to Sweden, but they have significantly taller buildings to accommodate their population. It is evidence in this study that the level of shortage in the global south is insignificant compare to

that in Gothenburg, Sweden. In Sweden it is possible that you can be rich but homeless, while in other countries from the global south, if you have the money you will have a comfortable accommodation.

Conclusively, from the above analysis, the tragedy female scholars from the global south encounter when finding accommodation is terrible. They are exposed to all kinds of torture and this is having a serious impact on their performance in school. They are also psychologically and emotionally stress, and some have encountered sexual harassment. This issue is a call for concern for the university, the state and the society to find solutions to this tragedy

CHAPTER SIX

DISCUSSIONS AND CONCLUSIONS

In this chapter, I will be discussing about the intriguing aspects of this research such as my observations, contradictions, intersectionality of female scholars' experiences and recommendations. It also important to note that the purpose of this research was to create an awareness on female scholars housing experiences in Gothenburg. This is because is a field of study that little has been said concerning it, though it is a big issue experience by the female students from the global south. My motivation in this study is to make the school understand what female scholars from the global south goes through because of their inability to provide student accommodation for all students. Our private life off campus has a lot to do with our educational performances. Housing is a necessity and so should be taking into consideration when providing admissions and granting visas for students.

6.1 Observations and Discussions

Doing this research with such an open mind, I recognize how diverse every category of human is. When I started with the interview, I realize that a lot of the participants weren't comfortable sharing their housing experiences with me, but because I could relate with them, I started by sharing my own housing experiences and this open a better interview communication with them. As I easier mention, there wasn't enough time to work on many categories of immigrants in this study, so I decided to focus on female scholars from the global south studying in Gothenburg Sweden. However, within this category, I understand how their housing experiences are unique, yet are intersect to each other. For example, I noticed that within this category of female scholars from the global, there are single mothers, married women with children, and single students and their housing experiences are slightly similar but different. This is because women with children felt like the private landlord don't want them since children make a lot of noise and seems to be an inconvenience. On the other hand, single female students may often face sexual harassment when sharing apartment with opposite sex. Despite their differences, all of them including myself face different struggles in finding accommodation, experience emotional and psychological stress, high rents, accommodation stress/educational performances and many more. Furthermore, the degree students and exchange female scholars from the global south experience housing differently. The

exchange students have quick access to finding accommodation than the degree students. This is because, the school makes sure that accommodations are provided for the exchange students since, they have just a semester to study in Sweden, while it is the responsibility of the degree students to find their own accommodation.

I also realize that, segregation of student housing is not officially legalized, but is based on affordability. Many students from the global south cannot afford very expensive rooms with kitchen and toilet, so they end up in student areas with shared kitchens and toilets which are sometimes very far from school campus. While most Swedish students who are not even paying yet obtaining loans from the government can afford these luxurious rooms which are often close to the city centers and school campus.

I also discover that Sweden due to the shortage of student housing is losing many international students and income in the educational sector. Remember, Swedish don't pay school fees only international students pay fees every semester. Some of my participants noted that they had discouraged many students in their country from the global south not to come to Sweden to study because of the present housing crisis.

Furthermore, the university should provide a convenience platform where students can be free to share their housing or other experiences in the classroom, to the lecturers or university administration. Remember these students have pay a lot of tuition and are expecting a study friendly environment and not the opposite.

This research is only limited to female scholars housing experiences from the global south, that means another research can still be open in this field based on male scholars or both. A study can also be done on immigrants (documented and non-documented migrant) housing experiences in Sweden. Also it will be important for another study to analyze the impact of this global north education on the global south and vice versa.

6.2 Recommendations

As discussed in the literature review, when the demand of housing is greater than the supply, it will lead to shortage and a considerable increase in price. In order to solve this shortage, there has to be an increase in the supply of housing and to achieve this increase, there is a need for more

construction of housing especially very tall buildings in Gothenburg, Sweden. Recently, there has been many housing constructions going on in Gothenburg and I hope this will continue as well as an increase in the percentage of student housing. In the current situation with the housing crisis, international students will face difficulties and will be less likely to choose to come to Sweden to pursue their studies. As one of the participants said:

P4: Most often people from my country Bangladesh try to find out about education here, but my response to them is always that, it fine to study here but there is a big problem which is accommodation. I will tell them my housing story and most of them after hearing it will not want to come over for studies.

I think providing accommodation of student housing for all international students will lead to an increase in the educational revenue of the country.

I know is the decision of everyone to choose where to live and who to live with, but it is also important for the university to create that awareness to international student about possible difficulties that may occur while sharing an apartment and provide solutions to these problems. Before I moved to Sweden, I never shared an apartment with anyone I am not related to, so a lot of internationals may not be aware of this. It is also important for the administration to encourage students through the school website to live with same sex to avoid certain unforeseen circumstances like sexual harassment.

Moreover, they can provide little monthly incentives to international students, to enable them cover some of their monthly expenses especially housing. This will give the international students the opportunity to rent a good room which is closer to school thereby, stimulating their educational performances and a subsequent lucrative job after school in order to pay back their debts.

In conclusion, this study focused on the experiences of female scholars from the global south living in Gothenburg, Sweden. Housing issues in Sweden started since after the Second World War and has continued up to date. Housing shortages is a phenomenon that is not only affecting the female scholars, but the Swedish society in general. It has led to price escalation, psychological and emotional stress, sexual harassment and many more tragedies for female scholars from the global south. It is an issue that needs to be resolved for the benefit of the students from across the globe. They need to be able to freely study and perform excellently while living in a convenient home. It should be noted that housing or shelter is a necessity for the functioning of human existence. For

this this reason, it is of most importance for the school admission in Sweden and migration to take this necessity into consideration while making decisions on how many international students to admit. Policies on student housing should be developed to eradicate student housing shortages in Gothenburg Sweden.

Apendix1:

Interview guide

Name

Age

Gender

Nationality

Education Level

1. Why did you migrate to Gothenburg, Sweden?
2. How long have you been in Gothenburg, Sweden?
3. What were some of your aims and aspirations when you migrated to Gothenburg, Sweden?
4. In what ways do you think Gothenburg, Sweden is different from your country in terms of accommodation or housing?
5. Do you think in Sweden and your home country you should have equal treatment concerning housing?
6. What do you think of the idea that there should be certain houses or areas solely for migrants (women) or Swedish national?
7. Do migrants and local nationals experience or have differences concerning housing in your country?
8. Are you satisfied with the way people in the society think you should respond in terms of housing issue because you are a foreigner in the country?
9. Do you have some beliefs about what you expect from the Swedish people or government now that you are a migrant in the country?
10. If you have some beliefs what are some of the reasons for them?
11. Do you think other foreigners believe or expect the same as you do from the Swedish society or government?
12. What are some of the new behaviours you have cultivated since you migrated to Gothenburg, Sweden because of your housing experience?
13. Do you think that some of the housing experiences you have had since you migrated have changed the way you now think and behave in Sweden?

14. Does your housing experience affect your education or way of life in Sweden, are you satisfied, or unsatisfied with it?
15. Do you think there have been some changes in terms of housing since your arrival in Sweden, and do you expect more to change?
16. Do you think the changes gives you a different perception about Sweden?
17. What are some of your experiences as an international scholar in Sweden?

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