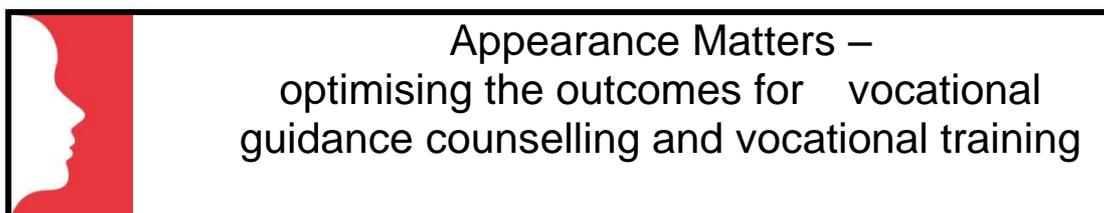




NATIONAL REPORT SWEDEN



Author: Ingmarie Rohdin & Tord hansson

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Appearance Matters : 527463-LLP-2012-UK-LEONARDO-LMP



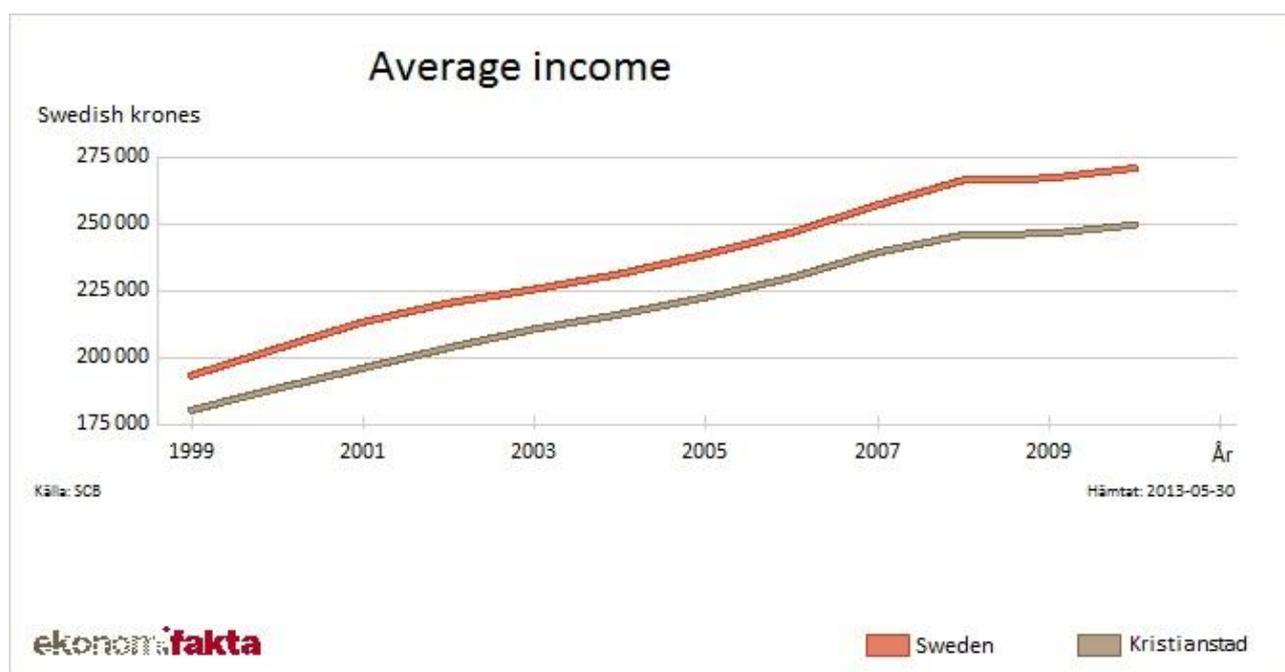
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SWEDEN SPECIFIC BACKGROUND

- Area: 174,000 sq. mi (450,000 km²), the third largest country in Western Europe
- Longest north-south distance: 978 mi (1,574 km)
- Longest east-west distance: 310 mi (499 km)
- Capital: Stockholm
- Population: 9.6 million inhabitants
- Languages: Swedish; recognized minority languages: Sami (Lapp), Finnish, Meänkieli (Tornedalen Finnish), Yiddish, Romani Chib
- Form of government: Constitutional monarchy, parliamentary democracy
- Parliament: The Riksdag, with 349 members in one chamber
- Religion: In practice, Sweden is very secularized. The Church of Sweden is Evangelical Lutheran; co-exists with many other beliefs
- Life expectancy: Men 79 years, women 83 years





EDUCATION SYSTEM IN SWEDEN

The Swedish public school system is divided into compulsory and non-compulsory schooling. Compulsory schooling includes regular compulsory school, Sami school, special school, and programs for pupils with learning disabilities. Non-compulsory schooling includes the preschool class, upper secondary school, upper secondary school for pupils with learning disadvantages, municipal adult education, and education for adults with learning disadvantages.

All education in the public school system is free. There is usually no payment required from students or their parents for teaching materials, school meals, health services or school transport. The regular school year begins at the end of August and runs to the beginning of June the following year.

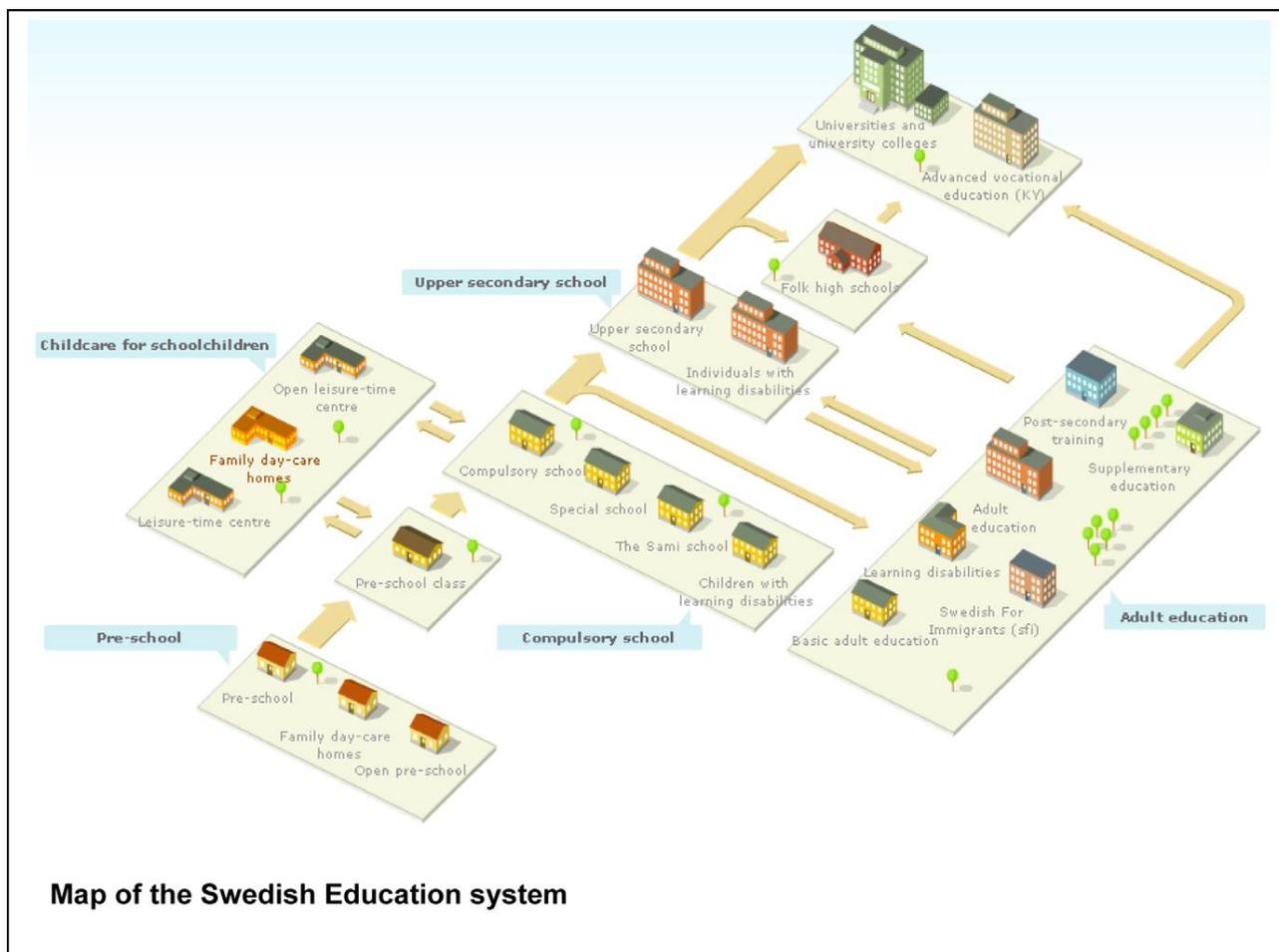
There is a 9-year compulsory school program for children between the ages of 7–16. If the parents wish, a child may begin school one year earlier, at the age of 6. The most recent curriculum for compulsory education (Lpo 94) took effect in 1994. The curriculum states the school's fundamental values and basic objectives and guidelines.

There are also nationally approved syllabi for the various subjects. Each municipality has to decide on a local school plan showing how the schools in that municipality are to be organised and developed. Almost all compulsory school pupils continue straight on to upper secondary school. Every municipality in Sweden is required by law to offer all students who have completed compulsory school an upper secondary education. There are 17 national programs, all of which lasts for three years. The various upper secondary programs can be seen as preparation for further studies, vocationally-oriented, or a combination of the two. All programs provide a comprehensive general education and make students eligible for studies at the university or post-secondary level. People have the right to enrol in a regular upper secondary school until they are 20 years old. After that there are various forms of adult education organised by many different operators, from national and municipal adult education, to labour market training, in-service training and skills enhancement in the workplace.

Adult education organised by the municipality (known as Komvux) includes basic- and upper secondary education, as well as continuing education programs.



Swedish schools system





UNEMPLOYMENT SITUATION IN SWEDEN

Unemployment rate	8.8 (Per cent) March 2013	Change: 0.8 %-unit from corresponding period previous year
Unemployed (aged 15-24)	182 (Thousands) March 2013	Change: 15.3% from corresponding period previous year
Unemployment rate (aged 15-24)	28.1 (Per cent) March 2013	Change: 3.0 %-unit from corresponding period previous year
Unemployed for more than 6 months (relative to all unemployed)	31.4 (per cent) March 2013	Change: -3.0 %-unit from corresponding period previous year

Gross and net social cash benefits for Sweden year 2011

Million SEK - current prices

Function	Gross benefit	Income tax	Net benefit
1. Sickness/Health care	38 617	9 643	28 974
2. Disability	58 939	13 659	45 280
3. Old Age	330 155	76 699	253 456
4. Survivors	16 362	3 453	12 909
5. Family/Children	51 946	5 852	46 094
6. Unemployment	31 154	7 137	24 017
7. Housing	0	0	0
8. Social exclusion nec.	11 923	0	11 923
Social protection cash benefits	539 096	116 443	422 653
Social protection benefits in kind	471 960	0	471 960
Social protection benefits	1 011 056	116 443	894 613
Gross and net Social protection benefits as a % of GDP	28.9	3.3	25.6

It is only the cash benefits that is net in this estimation Expenditures for administration has been excluded

Source: SCB



HEALTH SECTOR IN SWEDEN

In Sweden, health care primarily in county municipal management. County Council ordering the scale care must be within the county or region and determine the cost of the ordered care.

Enforcement is governed by committees and boards that are filled by representatives from the political parties as the election results. But there are private alternatives, which is connected to the tax-funded health care.

It is also in Sweden allowed with private health care. Private hospitals can accept patients whose care is paid by any county, by the patient or by a private health insurance that the patient signed.



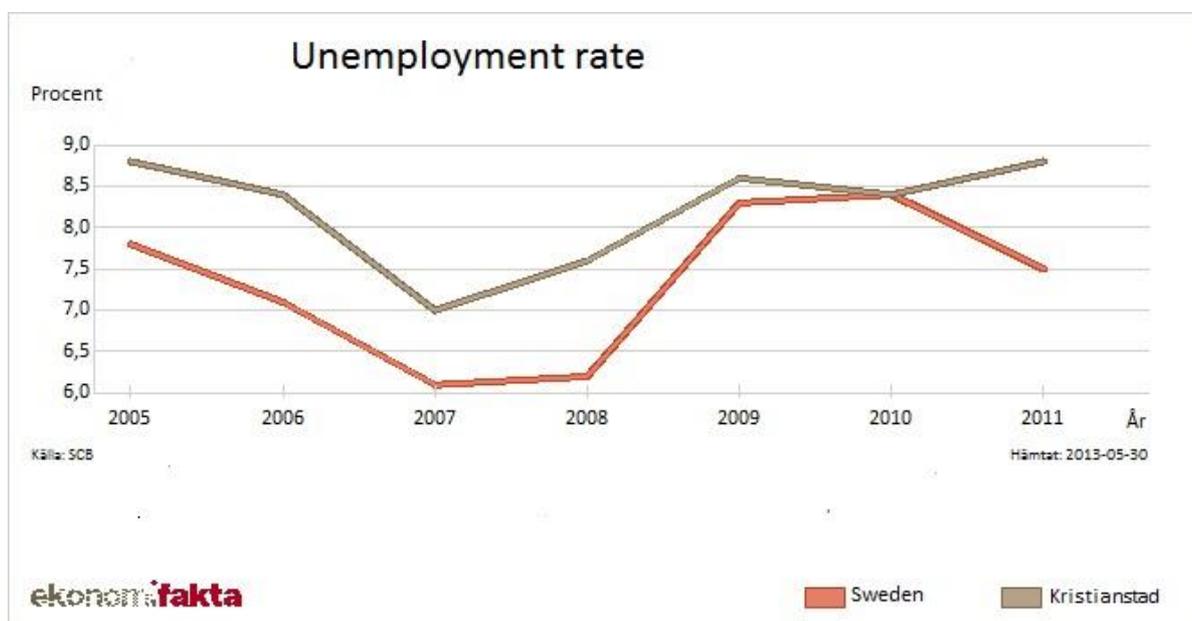
KRISTIANSTAD SPECIFIC BACKGROUND

- Area: 1 346 km²
- Population: 80 000 inhabitants

Age distribution	
Age	Total
0-5	5 583
6-12	6 021
13-18	5 674
19-29	11 597
30-39	9 374
40-64	25 484
65-79	11 517
80+	4 680
Total	79 930

Average income		
Year	Sweden	Kristianstad
1999	193300	180400
2000	203400	188500
2001	213300	196100
2002	220400	203700
2003	225500	210700
2004	231300	216200
2005	238600	222600
2006	246700	229900
2007	257000	239300
2008	266300	245800
2009	267000	246400
2010	270800	249600

Source: Ekonomifakta , SCB



Education in Kristianstad

There are approximately 50 pre-schools and 33 compulsory schools in Kristianstad municipality, as well as five upper secondary schools and various kinds of adult education facilities. All pre-schools, compulsory schools and special needs schools are grouped into four educational areas and adult education, i.e. the non-compulsory schools, in a school district. We have well developed pre-schools and offer children a place within four months of applying.

Our teachers are highly qualified and educated and we can offer a wide range of programs in high school. Several new reforms were introduced in the school start of 2011/2012.

On January 1st the new school plan was introduced for the pre-schools and schools in Kristianstad municipality.

The aim is to be an offensive school in a safe environment where everyone can participate.

In the last few years Kristianstad has invested in rebuilding and building new pre-schools and schools.

Source: Facts about Kristianstad



VOCATIONAL TRAINING AND GUIDANCE

Introduction to the VET System in Sweden

The vast majority of vocational education and training system in Sweden falls under the responsibility of the Ministry of Education and Research. The Swedish school system is goal-based with a high degree of local (i.e. municipal) responsibility. The Swedish Parliament and Government sets out national goals in the Education Act (1985) and subsequent regulations. In 2006, a new Government was elected and stated its intention to reform the current integrated upper secondary education into these three components 1) general/academic programmes; 2) vocationally-oriented programmes; and 3) upper secondary apprenticeship programmes. Recent reforms have concerned regulations on secondary apprenticeship (2007:1349), assignment for teacher training (2007:223) and on state teacher training (2007:222). Regulations on municipal adult education were defined prior to this under regulation no. 2002:1012. Advanced vocational training comes under act 2001:239 and is regulated by two further regulations (2001:1131) and (2006:906) with other regulations defining such matters as state aid or the relevant authorities powers.

The Swedish government created the Swedish National Agency for Education (Skolverket) as the central administrative authority for the Swedish public school system. The Agency is responsible for children, young people and adults, as well as for preschool activities and child care for school children. The Authority for qualified Training is responsible for Advanced Vocational Education. As regards to other actors in the VET system, it should be noted that the municipalities have a high level of authority due to the decentralised system operating in Sweden and a recent OECD report on VET in Sweden has reported that there is “little framework for cooperation between VET providers and the social partners”.

In terms of recent developments in policies and programs related to VET in Sweden, the Swedish government has created an Upper Secondary Commission (Gymnasieutredningen), which will elaborate plans for a three-track upper secondary system, introducing new apprenticeship system alongside updated forms of the current academic and vocational tracks. The Government Proposal 2008/09 is another relevant development that aims to ensure that polytechnic post-secondary vocational training responds to working life by providing practical and theoretical skills suitable for the workplace.



IVET

There is little distinction between VET and the general school system in Sweden. Initial Vocational Education and Training (IVET) are provided in three different levels:

Upper secondary level: This level of education gives students the basic skills needed to live and work in the community, and prepares them for further study. As of 2007 there were 17 national programmes, all of which are 3-year programmes. The programmes provide a broad general education and eligibility to study at university or post-secondary level;

Post-secondary level: Advanced Vocational Education and Training, (Kvalificerad Yrkesutbildning, KY) is a form of post-secondary education designed to meet current competence needs in working life;

Tertiary level: All higher education is pursued in courses, which can be taken independently or in a combination to form one of the three general degrees in undergraduate education and the higher education diploma.

In 2008 the Swedish National Agency for Education launched an IVET skills database to facilitate validation. This was developed to support validation of the VET skills in 2004-2007.

CVET

The majority of Continuous Vocational Education and Training (CVET) in Sweden is publicly approved and funded programmes. CVET are mainly provided in four different categories:

Publicly-promoted CVET for all: The publicly-promoted CVET has four elements: adult education and training; post-secondary and advanced vocational training; labour market training; and in-service training and professional development;

Training for unemployed people and others vulnerable to exclusion: Labour market training is available for unemployed people and can comprise basic or supplementary training. The principle of equity in the Swedish education system results special schools for some people with particular needs;



CVET at private enterprise initiative or promoted by social partners: Many workplaces provide, on a voluntary basis, comprehensive in-service training for personnel at all levels of the organisation. This type of training can involve everything from practical vocational skills to extensive theoretical study;

CVET at individual initiative: Since 1975, all employees are entitled by law to unpaid leaves of absence for studying, provided they had the same employer the last six months or for a total of 12 months during the two previous years.

APPEARANCE

How much money is spent on appearance in Sweden

In the SIFO survey, 1,000 people aged 18-65 years responding to what part of their appearance is most important to them and how much money they spend on their appearance per month (including apparel, accessories, beauty products, exercise etc.) . The result shows that Swedes in this age group think that clothing is most important and that they on average spend about 700 SEK a month on how they look.

The body is the second most important part of the look and something that seems to play less of a role is the jewellery and accessories you are wearing. Women find that your hair is important, especially those aged 35 and above. Swedish women are the ones who spend the most money on their appearance. This applies particularly to women aged 18-34 where more than 50% spend more than 500 SEK a month on the appearance.

Swedes who live in Stockholm spend the most money on their appearance. They spend about 4000 SEK more a year than those who live in Northern Central Sweden, which is the area that they spend the least on the appearance



Result from the survey from SIFO:

- Women spend more on their appearance than men
- Women 18-34 years old spend the most money on their appearance
- People in Stockholm spend, on average the most money on their appearance per month
- North Mid Sweden adds an average of at least money on their appearance per month
- Married / partner spend more money on their looks than separated / divorced
- Swedes think that clothes the most important part of their appearance
- Women find hair the most important part of their appearance
- Men aged 18-34 think that the body is the most important part of their appearance
- Women aged 18-34 think that clothing is the most important part of their appearance

Source: Tns Sifo

Cosmetic Surgery

Today about 25,000 cosmetic surgery in the year is done in Sweden and this is a figure that increases with the media and society's focus on the exterior, its increasing by about 15% per year.

About 85% of the procedures performed on women but the number of men that allows plastic surgery is increasing rapidly. It is most common interventions in people aged 25-45 years.

Many believe that it is important to look young and spirited out long and more people choose words to undergo some type of cosmetic surgery. So far, it is women who are the majority of plastic surgery. Only 15 per cent of all cosmetic surgeries is done by a man. But even this figure is increasing every year since the past few years she has focused on men's appearance.

Cosmetic surgery is also called cosmetic surgery and has the ultimate aim of improving a person's appearance. Some do an intervention for their congenital defects, others want to rejuvenate or improve their appearance.

The most common plastic surgery in Sweden today is breast augmentation, liposuction, tummy tuck and eyelid surgery. Many beauty procedures do not need a major operation, but can be performed with such lasers.

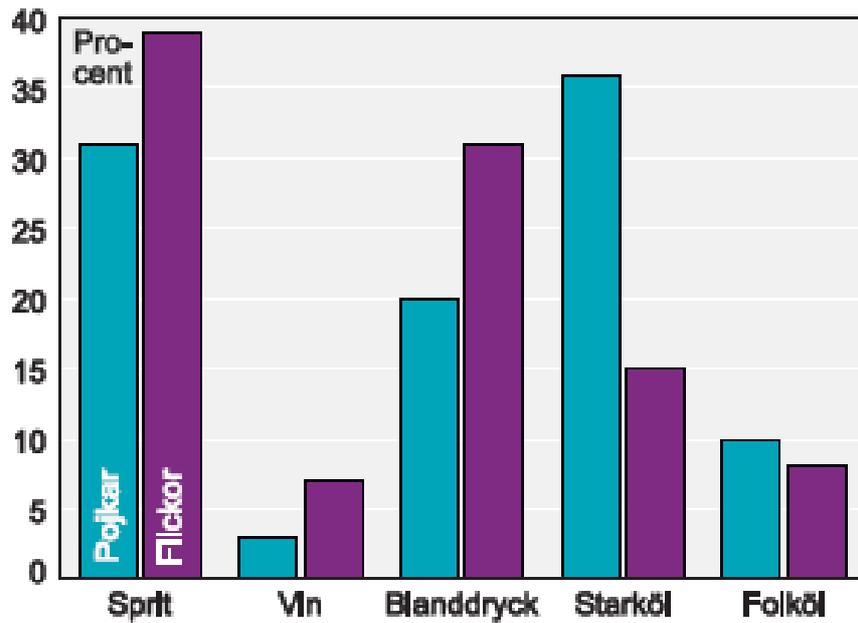


Health statistics

Average annual consumption of pure alcohol, broken down by year 2011.

For boys note beer dominates year 2011. Then follow spirits and mixed drinks. Wine consumption represents the smallest portion of the total alcohol consumption.

A distinctive feature of the girls drinking is liquor and mixed beverages dominance.

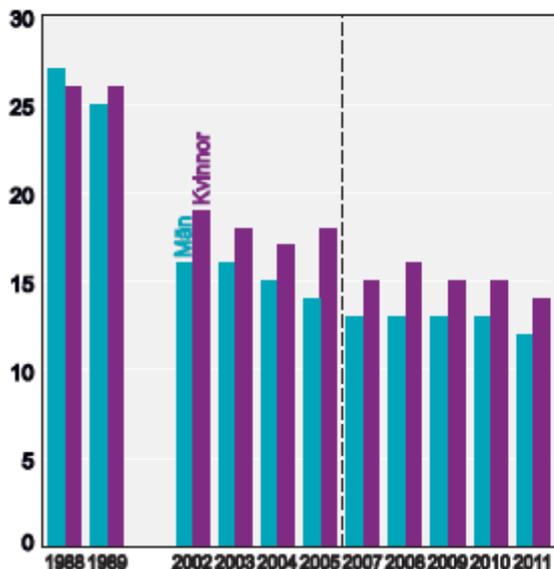




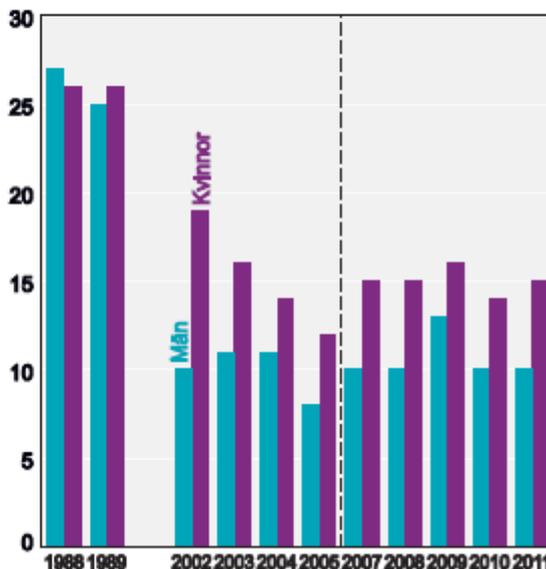
Everyday smokers

20.4 Andelen dagligrökare efter kön och ålder, procent *Everyday smokers, by sex and age, percent*

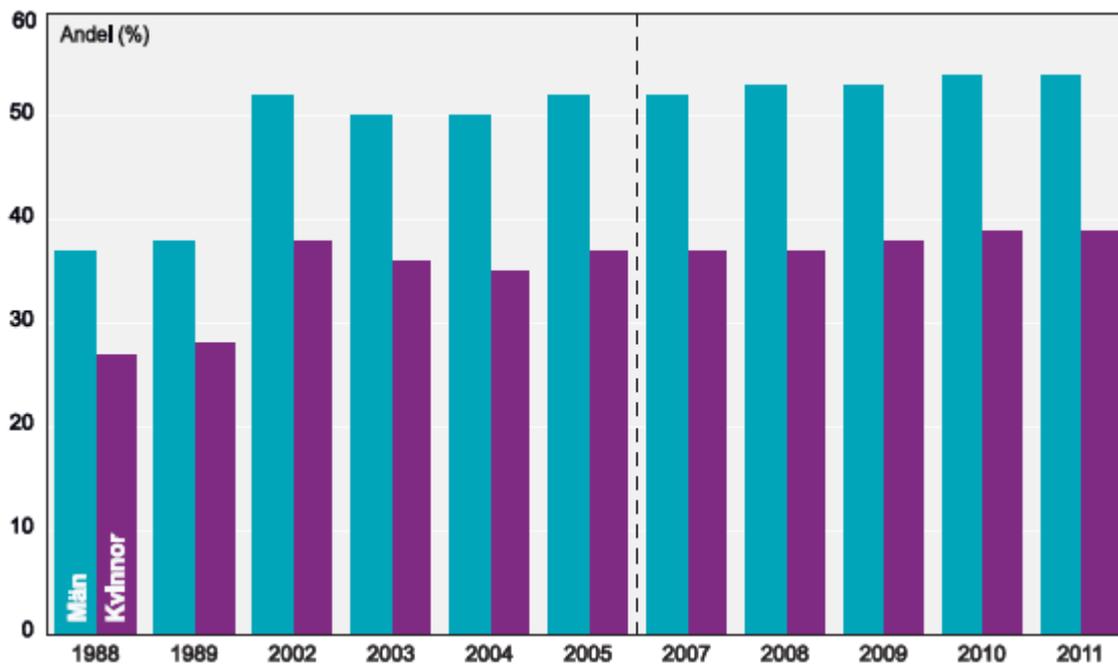
Andel (%) dagligrökare i åldern 16 år och äldre¹



Andel (%) dagligrökare i åldern 16–24 år¹



Overweight by sex





Eating disorders

Anorexia nervosa occurs in approx. one per cent of girls and young women at risk aged 13 to 30 years. In the case of bulimia nervosa is the existence probably slightly higher, about two percent of girls and young women in the same age group. Anorexia nervosa tend to be more common than bulimia among teenagers, while bulimia is more common than anorexia nervosa after adolescence. The incidence of eating disorder UNS is probably at least as common as anorexia nervosa and bulimia nervosa together. If these figures are applied in relation to Sweden's population means that there are probably now about 10 000 people in the risk age (13 to 30) who meet criteria for anorexia nervosa, 20 000 that meet criteria for bulimia nervosa, and 30,000 who suffer from eating disorders UNS. Even men and younger girls and older women are to end up probably figure around 100,000 people in Sweden.

Source: <http://www.atstorning.se/har-jag-en-atstorning-2/fragor-svar-2/atstorningar-i-siffror/>

Employers thoughts

Most important for employers (from a survey 900 employers)

- A refined language 95 %
- A good physical shape 68 %
- Not carry political or religious symbols 61 %
- Do not smoke during working 60? %
- Neat wearing 60 %
- Tidy hair 48 %
- Not wearing too distinctive jewellery 40 %
- Not overweight 24 %

The choice of clothes equals almost the same as formal education (57 per cent).

Source: http://www.svd.se/naringsliv/utseendet-spelar-roll-nar-du-soker-jobb_2503539.svd



Disfigurement

Concerning disfigurement it was very hard to find some statistics and studies in this subject. Within the education system and the job market there is a lack of knowledge of various disfigurements but also how to handle different situations and problems related to disfigurement. Some questions that are highlighted are: How do you help and encourage people with disfigurement? How do colleagues and the other students react?

Disfigurement lead also in many cases to low self-esteem, social exclusion and this can affect the result in their education and further on to the labour market and social activities. As a teacher/trainer/coach you must be aware of how to increase their motivation and to avoid social exclusion. You also must be prepared to deal with reactions from other students and people, and to make people see people as individuals and not as objects.

Body image

Swedish girls in the age 17-19 years old are generally less satisfied with their bodies than their peer guys. It's the result from a study of 5,000 students in Gothenburg at the Sahlgrenska Academy.

There may be a complex relationship between young people's body image and obesity. It shows a first study at the Sahlgrenska Academy, University of Gothenburg, which surveyed over 5,000 at Gothenburg secondary schools to study gender differences in body image and how the weight affects their body image.

Girls that have under and normal weight are most satisfied, in the study, the students' first weigh and measure themselves, then they filled out a questionnaire with questions including body image. The survey responses were made on a scale where 100 represented the most positive body image. The survey showed that girls who had normal weight and reached a mean of 70 on the scale, compared with women with overweight received 57 and girls with obesity who received 43.

The result shows that the girls were underweight or normal weight were those who were most satisfied. Girls who were overweight and obese are significantly dissatisfied with their body image



compared to under-or normal-weight girls. The body ideal that currently exists for girls is just to be thin; it is equated with being beautiful.

Among the boys, the results were different: they were most satisfied with their body; they were of normal weight (78 on the scale) and those with obesity (74).

The guys seem to have a more tolerant attitude regarding body image and will not be as unhappy as the girls.

Around one in six students enrolled in the study were overweight or obese. But the number may be a bit too low: many of those who chose not to participate may have waived just because being overweight or obese.

Source: <http://www.sahlgrenska.gu.se>

Health compromising behaviours

- Sleeping problems
- Eating disorders (don't eat breakfast, fast food, diet)
- Depressions
- Stress

How our organization deal with this.

- Individual conversation / coaching
- Health lectures, body image, appearance, behaviour
- Café
- Outdoors activities



Description of the survey in Sweden

Folkuniversitetet informed our teachers and coaches about the project Appearance Matters and presented the questionnaires and the reason with the survey and how the project will use the results.

We also pointed out that the survey will be done anonymous and for the students they can be done in smaller groups or individual depending on the group.

We handed out and emailed the survey to teachers/coaches that works with unemployed youngsters and immigrants, and the teachers/coaches did the survey in smaller groups through discussions or individual.

14 teachers/coaches and 14 students answered the survey. Some of the students survey was summarized by the teachers/coaches because the problem with the language and understanding some questions.

Employees

The teachers/coaches answered the questions with honesty but we had some problem that many did not answer the question about their weight and diet, smoking.

Students

The students and had group discussions about the questionnaires. Some of the students had difficulties to understand some of the questions because of the language but also because of definitions of some words.

The students had discussions about what is a TV star and a movie star and also some other sentences like - I do not try to look like the people on TV.

Some experiences:

For some of the students it was too many questions and they did not understand all of the questions so the teachers solved this with small group discussions and the teachers summarized the results.

- Many of the questions felt very strange for the staff and the students – what is a TV star, movie star, a sportsman etc...
- Questions with "not" were difficult to understand.
- Repeated questions on the same subject were confusing for some
- Some questions was hard to understand because the students have lack of language skills.

Suggestions:

- Easier language
- Not so many similar questions
- Skip the “not” questions
- Depending on the group of students – better results to have group discussions.

The results of the survey see below:



Result from the survey from the staff

Date of birth (month and year only) :

10/1963, 10/1961, 11/1966, 01/1985, 06/1976, 09/1976,
09/1965, 11/1956, 05/1960, 09/1962, 10/1974, 04/1952, 05/1966

Place of birth:

4 – Kristianstad

1-Karskrona

9 no answer

Country:

10- Sweden

1- Iraq,

1 - Russia

1-Kosovo

How would you describe your ethnic group?

5 Swedish,

European

4 - No answer

Arab from Iraq

Swedish/Danish

Mixed

White



Relationship status:	5 Married	3 Cohabiting
	3 Single	3 Relationship (not living together)
	<input type="checkbox"/> Other: _____	
Education (only tick for the highest level of education you have completed)	6 Secondary education <input type="checkbox"/> Further education 1-2 years <input type="checkbox"/> Further education - vocational <input type="checkbox"/> Further education 3 years – (general studies, sixth form) 5 Higher Education (university/college), up to and including 4 years 2 Higher Education (university/college), over 4 years 1 Other education	
Work situation	14 Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Training/school/education <input type="checkbox"/> Intern/apprentice	
How tall are you?	183 cm, 170 cm, 180cm, 169cm, 158cm, 172cm, 165cm, 167, 172cm, 177cm, 180cm, 168cm, 175cm, 173cm	
What weight are you?	95 kg, 70 kg, 88kg, 65kg, 91kg, 65kg, 65kg, 68kg, 84kg, 85kg 71kg, 80kg, 91kg, 84kg	
What is the heaviest weight you have been since you were 16 years old?	95 kg, 80 kg, 75kg, 69kg, 92kg, 75kg, 68kg, 75kg, 65kg, 85kg 80kg, 80kg, 102kg, 88kg	
What is the lightest weight you have been since you were 16 years old?	65 kg, 50 kg, 72kg, 61kg, 58kg, 45kg, 55kg, 62kg, 56kg, 60kg 65kg, 55kg, 84kg, 60kg	
Have you ever dieted or limited your food intake?	1 11111 1Yes 1111111 - No	
If yes, how old were you the first time you dieted or limited your food intake?	15 years, 20 years, 16 years, 26 years, 15 years	



Do you smoke or use smokeless/chewing tobacco?	1 1 Yes 1,1,11111111 No					
If yes, how old were you the first time you started to smoke or use smokeless/chewing tobacco?	17 years, 14 years					
How many days a week do you smoke or use smokeless/chewing tobacco?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
	1	2	3	4	5	6 7
SOME QUESTIONS ABOUT YOUR TRAINEES						
Appearance and employment						
Please indicate how strongly you agree that the following factors influence your students employment prospects:						
	Strongly Disagree 1	Disagree 2	Neither Agree/Disagree 3	Agree 4	Strongly Agree 5	N/A
Their age	2		2	7		
Their gender	3	4	1	3		
Their ethnicity	2	2		7		
Their height	5		6			
Their weight	2	2	2	5		
Other aspects of their appearance (please specify what these are)	Clothes, makeup, hygiene, dress, dressing code					
Other factors (please specify what these are)	Social competence, behaviour , susceptibility, personality, contacts , how they present themselves, language skills in Swedish					

3 – Did not answer the questions above

SOME QUESTIONS ABOUT YOU							
To what extent does appearance play a part in the way you define yourself?							
		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1.	I am satisfied with my physical appearance	2	5	3	3		1
2.	I don't like the way I look 1- No answer	1	1	1	1	6	3
3.	The way I look makes me feel good about myself	1	3	4	2	3	1
4.	My body and face look pretty much the way I would like	1		5	5	2	1
5.	I feel bad about my body and my appearance	1		1	1	4	7
6.	For me my appearance is an important part of who I am	1	6	1	5	1	



7.	I am often aware of the way I look to other people		4		7	3	
8.	In most situations, I find myself aware of the way my face and body look	2	5	1	4	2	
9.	I often think about the impression that the appearance of my face and body make		3	3	3	3	2
10.	I am usually conscious of my appearance	3	6	1	3	1	
11.	The way I look makes me unattractive	1			2	9	1
12.	I like the way I look	2	4	3	3	1	1
13.	My appearance makes me feel attractive		3	3	6		2

How do you feel about the way you look?						
Indicate how often you agree with the following statements ranging from "never" (0) to "always" (4). Circle the appropriate number beside each statement.						
		Never	Seldom	Sometimes	Often	Always
1.	I like what I look like in pictures.	1	5	7	1	
2.	Other people consider me good looking.		3	10		1
3.	I'm proud of my body.	2	3	6	1	2
4.	I am preoccupied with trying to change my body weight.	3	6	5		
5.	I think my appearance would help me get a job.	3	3	7	1	
6.	I like what I see when I look in the mirror.	2		8	2	1
7.	There are lots of things I'd change about my looks if I could.	1	9	1	2	1
8.	I am satisfied with my weight.	2	3	6	2	1
9.	I wish I looked better.	1	6	4	1	2
10.	I really like what I weigh.	3	3	4	3	1
11.	I wish I looked like someone else.	5	2	4	2	
12.	People my own age like my looks. - 2 no answer			9	2	1
13.	My looks upset me.	6	3	5		
14.	I'm as nice looking as most people.	1		5	7	1
15.	I'm pretty happy about the way I look.	2	1	6	3	2
16.	I feel I weigh the right amount for my height.	3	3	5	2	1
17.	I feel ashamed of how I look.	10	3		1	
18.	Weighing myself depresses me.	5	2	6	1	
19.	My weight makes me unhappy	6	4	2		



20.	My looks help me to get dates. 1- No answer	1	2	7	2	1
21.	I worry about the way I look.	7	4	2	1	
22.	I think I have a good body.	2	1	7	2	2
23.	I'm looking as nice as I'd like to.	2	3	6	2	1

Appearance Ideals						
Please read each of the following items carefully and indicate the number that best reflects your agreement with the statement.						
		Definitely Disagree	Mostly Disagree	Neither Agree Nor Disagree	Mostly Agree	Definitely Agree
1.	I <u>do not</u> care if my body looks like the body of people who are on TV.		3		3	8
2.	I compare my body to the bodies of people who are on TV	11	1	1		1
3.	I would like my body to look like the models who appear in magazines	11	1		1	1
4.	I compare my appearance to the appearance of TV and movie stars.	10	1	1		2
5.	I would like my body to look like the people who are in movies.	9	3	1		1
6.	I <u>do not</u> compare my body to the bodies of people who appear in magazines.	3	1	1	1	8
7.	I wish I looked like the models in music videos.	10	2			2
8.	I compare my appearance to the appearance of people in magazines.	11		1	1	1
9.	I <u>do not</u> try to look like the people on TV.	1	2	1	2	8
10.	I <u>do not</u> wish to look as athletic as the people in magazines.	5	5		1	3
11.	I compare my body to that of people in "good shape."		10		2	2
12.	I wish I looked as athletic as sports stars	1	6		5	2
13.	I compare my body to that of people who are athletic.	9	5			
14.	I try to look like sports athletes	10	2	2		



Result from the survey from the students

Date of birth (month and year only): 10/1983,05/1991,06/1991,02/1988, 03/1987,05/1987,11/1972,12/1982,01/1992,07/1992,04/1972,07/1986,03/1987, 02/1988

Place of birth:

- 1-Kristianstad
- 1-Irak
- 1-Perstorp
- 10- no answer

Country:

- 5-Sweden
- 3-Irak
- 2-Somalia
- 2-Kosovo
- 2-no answer

How would you describe your ethnic group?

- 4-Swedish
- 2-arabic
- 8- No answer

Relationship status:	4 Married	4 Cohabiting
	3 Single	3 Relationship (not living together)
	<input type="checkbox"/> Other: _____	
Education (only tick for the highest level of education you have completed)	4 Secondary education <input type="checkbox"/> Further education 1-2 years <input type="checkbox"/> Further education - vocational <input type="checkbox"/> Further education 3 years – (general studies, sixth form) 4 Higher Education (university/college), up to and including 4 years <input type="checkbox"/> Higher Education (university/college), over 4 years 6 Other education – or none	



Work situation	1 Employed 12 Unemployed 1 Training/school/education <input type="checkbox"/> Intern/apprentice
How tall are you?	170cm,163cm.162cm.180cm.173,171,174, 168,162,182,176,172,162,165
What weight are you?	60kg,53kg, 55kg,89kg,78kg,87kg, 89kg,61kg, 6 –no answer
What is the heaviest weight you have been since you were 16 years old?	62kg,56kg,57kg,89kg,78kg,87kg 89kg,61kg 6 –no answer
What is the lightest weight you have been since you were 16 years old?	56kg,45kg,51kg,71kg 6 –no answer 4 – don't know
Have you ever dieted or limited your food intake?	5 Yes 9 No
If yes, how old were you the first time you dieted or limited your food intake?	13,14,20,22,15
Do you smoke or use smokeless/chewing tobacco?	7 Yes 3 No 4- no answer
If yes, how old were you the first time you started to smoke or use smokeless/chewing tobacco?	20,15,16,14,17,13,15
How many days a week do you smoke or use smokeless/chewing tobacco?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4 1 2 1 2 3 4 5 6 7

Appearance and employment

Please indicate how strongly you agree that the following factors influence your employment prospects:

	Strongly Disagree 1	Disagree 2	Neither Agree/Disagree 3	Agree 4	Strongly Agree 5	N/A
Your age		3	4	7		
Your gender	6		5	3		
Your ethnicity		4	4	6		
Your height	10		4			
Your weight		3	4	7		

Other aspects of your appearance (please specify what these are)	Makeup, cloths, hair, veil
Other factors (please specify what these are)	Behavior, motivation , not interested , no jobs , social behavior No help

SOME QUESTIONS ABOUT YOU							
To what extent does appearance play a part in the way you define yourself?							
		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1.	I am satisfied with my physical appearance		2	2	4	5	1
2.	I don't like the way I look	1	5	3	2	3	
3.	The way I look makes me feel good about myself		3	3		7	1
4.	My body and face look pretty much the way I would like	1	2	3	2	5	1
5.	I feel bad about my body and my appearance	1		3	3	4	3
6.	For me my appearance is an important part of who I am	7	1	1	2	3	
7.	I am often aware of the way I look to other people	3	2	6	3		
8.	In most situations, I find myself aware of the way my face and body look	4	4		3	4	
9.	I often think about the impression that the appearance of my face and body make	1	6	4	3		
10.	I am usually conscious of my appearance	3	4	4	3		
11.	The way I look makes me unattractive		3	2	4	5	
12.	I like the way I look		2	4	5	3	
13.	My appearance makes me feel attractive		3	6	3	2	



How do you feel about the way you look?						
Indicate how often you agree with the following statements ranging from "never" (0) to "always" (4). Circle the appropriate number beside each statement.						
		Never	Seldom	Sometimes	Often	Always
1.	I like what I look like in pictures.	4	3	5	2	
2.	Other people consider me good looking.	5	2	4	3	
3.	I'm proud of my body.	4	5	4	1	
4.	I am preoccupied with trying to change my body weight.	1	2	2	6	3
5.	I think my appearance would help me get a job.		3	4	2	5
6.	I like what I see when I look in the mirror.	3	7	2	2	
7.	There are lots of things I'd change about my looks if I could.		1	5	5	3
8.	I am satisfied with my weight.	5	4	5		
9.	I wish I looked better.			5	5	4
10.	I really like what I weigh.	9	2	2	1	
11.	I wish I looked like someone else.	2	2	5	5	
12.	People my own age like my looks. 5 – no answer	2	3	4		
13.	My looks upset me. 6-no answer			3	5	
14.	I'm as nice looking as most people.		4	5	3	2
15.	I'm pretty happy about the way I look.	1	5	3	5	
16.	I feel I weigh the right amount for my height.	5	4	3	2	
17.	I feel ashamed of how I look.		3	7	4	
18.	Weighing myself depresses me.		2	3	5	4
19.	My weight makes me unhappy		2	4	3	5
20.	My looks help me to get dates. 6 – no answer	4		2	2	
21.	I worry about the way I look.		4	3	5	2
22.	I think I have a good body.	6	4	4		
23.	I'm looking as nice as I'd like to.	9	5			



Appearance Ideals						
Please read each of the following items carefully and indicate the number that best reflects your agreement with the statement.						
		Definitely Disagree	Mostly Disagree	Neither Agree Nor Disagree	Mostly Agree	Definitely Agree
1.	I <u>do not</u> care if my body looks like the body of people who are on TV. 8-No answer		2	4		
2.	I compare my body to the bodies of people who are on TV 6-No answer			4	4	
3.	I would like my body to look like the models who appear in magazines			4	8	2
4.	I compare my appearance to the appearance of TV and movie stars. 5-No answer			3	5	1
5.	I would like my body to look like the people who are in movies. 7-No answer			4	3	
6.	I <u>do not</u> compare my body to the bodies of people who appear in magazines.	3	5	3	3	
7.	I wish I looked like the models in music videos.			2	7	5
8.	I compare my appearance to the appearance of people in magazines.			5	5	4
9.	I <u>do not</u> try to look like the people on TV. 6-No answer	3	5			
10.	I <u>do not</u> wish to look as athletic as the people in magazines.		5	4	5	
11.	I compare my body to that of people in "good shape."		3	3	6	2
12.	I wish I looked as athletic as sports stars		2	3	4	5
13.	I compare my body to that of people who are athletic.		4	6	2	2
14.	I try to look like sports athletes	2	3	4	4	



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