

Work-life Ambiguities, guilt and belonging among Nepalese in Norway

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ABSTRACT

The purpose of this study is to examine how Nepalese immigrants adapt to life in the Norwegian labor sector. In other words, the aim of this study was to explore how Nepali immigrants in Norway experience the process of integration, especially in the field of employment. The impressions of Nepali immigrants in Norway, based on their own experiences and opinions, were explored using qualitative research methods as they integrated into the country. A total of 11 semi-structured interviews were conducted for this study over the course of five months in the fall of 2020 with my informants to learn about their narratives and perspectives.

Using the phenomenological approach and applied integration theory analysis, I explored how these people described their personal experiences. The labor market in Norway and the process of integration into society were described in detail by the informants who had come to Norway without a job offer or any other prospect of stable employment.

Employment is crucial for the informants' integration, as shown by the results, which are consistent with the previously found 'effectors' for integration, such as language skills and social contacts, as well as structural and disguised prejudice. Self-confidence, social status, language skills, and financial situation are directly and indirectly related. The study also explores how immigrants' perceptions and identities develop as a result of their immigration experience.

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ABBREVIATION

CBS	Central Bureau of Statistics, Nepal
EC	European Commission
EEA	European Economic Area
EU	European Union
IMDi	Directorate of Integration and Diversity
NAV	Norwegian Labor and Welfare Administration
NOKUT	Norwegian Agency for Quality Assurance in Education
NRNA	The Non-Residential Nepalese Association
NSD	Norwegian Centre for Research Data
OECD	Organization for Economic Co-operation and Development
SSB	Statistics Norway
UNHCR	United Nations High Commissioner for Refugees

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CHAPTER 1: INTRODUCTION

1.1 Nepalese Immigrants Work-Life Integration

My master's project aims to explore the work-life integration of Nepalese immigrants in Norway. Immigrant integration has been a widely used term in academia, policy, and public debates, in particular, to describe in-depth growth and to diversify migratory activities. In the last decades, it has been interpreted in conjunction with globalization (Riaño & Wastl-Walter, 2006). Moving from one place to another is considered a constant phenomenon, as millions of people around the world are fleeing from their homes and relocating to other new places for opportunities (IMDI, 2014). Integration is a phenomenon where employment plays a crucial role (Bloch, 1999). According to Fermin, Integration is a multi-faceted process that moves away from traditional rights and responsibilities to encompass a broader range of social, economic, and cultural aspects associated with inclusion and participation in the host society (Fermin, 2005).

Norway is an egalitarian welfare state that directly impacts how the labor market functions and is regulated. Norwegian policy is constructed on ideas of equality and equal opportunity for all (Hagelund, 2003). So, it seems that the Norwegian labor market is functioning to protect workers' rights (Olsen & Kalleberg, 2004). This provision provides essential social benefits to workers, such as paid sick leave, parental leave, and leave for childcare (Arbeidstilsynet, 2019). According to Olsen and Kalleberg (2004), the consequences of such a liberal system towards workers are the arrangements of the supply of essential workers in the vacancies for the temporary workforce it creates. In the case of Norway, there has been an increase in the usage of the temporary workforce for decades. Where migrant workers meet the needs of employers, however, such an uncertain, unpredictable and risky position cannot address workers' rights appropriately (Kalleberg, 2009). In such a situation, the condition of a minority migrant worker is likely to be the subject of significant research (Friberg, 2016). Thus, the conditions of the Nepalese minority immigrant workers were a significant concern in my project.

Nepalese immigrants living and working in Norway were the focus of my study because of their difficulties adapting professionally to Norway's life. The number of Nepalese immigrants in Norway is relatively small compared to immigrants of other nationalities. Moreover, Nepali immigrants in Norway are scattered throughout the country's many cities. Moreover, most of the Nepali immigrants in Norway are first-generation Norwegians themselves. As a Nepali

student in Norway and thus an immigrant myself, I wanted to find out how difficult it is for them to integrate into the new culture as newcomers. I wanted to find out what makes it easier for Nepali immigrants to integrate into Norwegian society and what makes it more difficult for them.

Qualitative research methods are used in this study, with the primary data coming from interviews with 11 people over their lives. Even though the interviewees in the study had a wide range of characteristics, one of the essential factors in their selection was the amount of time they had spent in Norway. The informants in the interviews had all been in Norway for at least two and up to thirteen years. Ager and Ager and Strang (2008) effectors were used to explore their understanding of integration to gain a broader perspective. An integration indicator is used to examine each of these variables. Ager and Strang's (2008) analytical approach has implications for the integration indicators. This study examined four aspects of integration: Employment, Belonging and Integration, intertwining and entanglements, and social status and identities.

1.2 Contextualization of the Study

Contextual knowledge of the research topic is crucial to understanding the findings themselves. This chapter explains the socio-cultural framework in which people from Nepal live, the history of their emigration and presence in Norway, and the general Norwegian immigration history. There are many important achievements in Norwegian integration policy that I hope to identify through numerous studies.

1.2.1 History of Nepalese Immigration

There is a long, well-known history of international immigration from and to Nepal as pointed out by different scholars. The Trans-Himalayan trade between India, Nepal, Tibet and China, whose origins can be traced back to 500 BC, is known as the beginning of the coming to Nepal or moving from Nepal to other regions (Sijapati & Limbu, 2017). Officially Nepalese people began to emigrate out of the country for the employment opportunity and national interest to serve in the British army in 1886; this recruitment was formalized by British and Nepalese governments (CBS, 2014).

Along with this, the trend for common migration patterns was to India since 1981, but then it has been declining. The tendency of Nepalese to flee abroad began to change with the people's movement in 1990 for the establishment of democracy in Nepal and has accelerated rapidly in the last two decades (Sijapati & Limbu, 2017). Correspondingly, the formation of liberal governmental values, technological advancement in communication and transportation has facilitated migration outside the country. New avenues for labor migration to the Gulf region and destinations such as East and Southeast Asia appeared throughout the 1990s, because of the emerging economies. In addition, a significant number of Nepalese have migrated to Australia, North America, and Europe as young couples and students (Sijapati & Limbu, 2017).

During the 1990s, some Nepalese have started migrating to Norway for the fulfillment of their academic necessities. Most of the Nepalese migrants did not immigrate to Norway as work migrants. They are not the labor migrants by legal status, because their residence permit is for other purposes such as study or marriage. Many Nepalese migrants in Norway are students because it has been an attractive destination for higher studies and better employment opportunities (Bhandari, 2015).

The Non-Residential Nepalese Association in Norway (NRNA) claims to have a history of 40 years in Norway, though there were only a few Nepalese immigrants who came before the 1990s and they came mostly through student visa and thereafter through family reunification, and as asylum seekers (NRNA, 2018). Saru (2015) stated that many Nepalese immigrants are already settled and several of them are getting highly professional jobs like engineers, doctors, nurses, professors, journalists, etc. Nepalese living in Norway is considered first-generation immigrants. Since most of them came to Norway as adults, they have deep roots in Nepali cultural and religious uniqueness (Saru, 2015).

1.2.2 Nepalese Migrants in Norway

The number of Nepalese immigrants is small, making them a relevant population for study, as minorities are often overlooked in the research. Nepalese immigrants accounted for 2288 out of 790 497 immigrants in Norway (SSB, 2020). They are scattered in different cities across the country, but the largest concentration was observed in Oslo's capital city (Bhandari, 2015; Paudel, 2018). Furthermore, they are often put together with other migrant groups which may not face the same obstacles for their immigration as well as small groups equally contribute to

the success or failure of integration in Norwegian society. For example, according to Aadne Aasland and Guri Tyldum, a small group of immigrants is often lumped together with other members of Asian countries (Aasland & Tyldum, 2016). Moreover, I explore their opportunities and challenges as neophytes and minorities to become integrated into the new labor market from their viewpoints and life experiences. Therefore, this research aims to contribute to understanding social integration and its activities from the perspective of Nepalese immigrants in Norway.

Those who come to Norway from Nepal for study or family reunions make up the vast majority of Nepalese migrants in Norway. Norway has long been a desirable destination for Nepalese students seeking an education above the high school level and careers requiring a high level of expertise. From the start of 2007, the UNHCR's third-country resettlement program sent 556 Nepalis of Bhutanese descent to Norway, making up a significant share of the country's Nepalese population. However, although they share many of the same sociocultural characteristics as the other Nepalese in this study, they have been overlooked because I wanted to study workers and these refugees are particularly hard to find.

Many of Norway's Nepalese immigrants have formed community organizations in major cities to keep in touch with one another. Furthermore, most Nepalese residents in Norway are first-generation immigrants with strong ties to their homeland (Paudel, 2018).

1.2.3 Immigrants Integration in Norway

As part of the integration process, finding a job is important (Bloch, 1999). However, as an immigrant, it can be difficult to get a job, especially if their previous skills are irrelevant to the job. Contributing factors include credential recognition, language challenges, and other skills that expose immigrants to uncertain employment opportunities. This section outlines the framework for immigrant integration into the Norwegian labor market to provide an overview of this issue. Norway is a social democratic society, and consequently the functioning of the labor market reflects this culture of equality (Fangen & Mohn, 2010).

The Norwegian labor market is highly regulated and there are extensive protections for workers (Olsen & Kalleberg, 2004). They go beyond the basic civil and political rights provided to all citizens in a liberal-democratic state to give ethnocultural minorities some public

acknowledgment and support for maintaining their identities and traditions (Banting & Kymlicka, 2003).

Extended parental leave, paid sick and vacation days, subsidized childcare, and other extensive social benefits are provided to workers under these laws (Arbeidstilsynet, 2019). Due to the country's liberal leave policies and workers' rights, temporary workers are needed to fill in for regular workers who take time off (Olsen & Kalleberg, 2004). Temporary work has become increasingly common in Norway in recent years. Immigrants, for example, are particularly vulnerable due to their helplessness. These vulnerable individuals may not have the securities afforded to other workers in these short-term employment relationships (Friberg, 2016). According to Kalleberg, temporary work is classified as precarious, which is characterized as uncertain, unpredictable and dangerous from the worker's perspective (Kalleberg, 2009). Due to lack of recognition of their qualifications, lack of skills, or lack of social connections in finding full-time contractual employment, many immigrants are unable to find long-term employment.

For immigrants, one of the most important components of their ability to integrate into Norwegian society is recognition of their prior education. The Norwegian National Organization for Quality in Higher Education (NOKUT) was established in 2003 and makes it easier for international students to have their degrees recognized in Norway (Liebig, 2009). In addition, NOKUT also assesses the quality of Norwegian universities, other higher education institutions, and vocational training institutions (Langfeldt, Harvey, Huisman, Westerheijden, & Stensaker, 2008). A master's degree from "third world country" usually equated with a Norwegian Bachelor's degree in the cases submitted to NOKUT, which accounts for slightly more than half of all cases (Bratsberg, Raaum, & Røed, 2014).

Those who have graduated from countries outside the OECD (Organization for Economic Cooperation and Development) face different challenges than those from the "inner European market" (Liebig, 2009). It is also important to note that NOKUT's recognition does not take into account whether or not the applicant's higher education degree matches the department of a Norwegian degree program with a similar name (Langfeldt et al., 2008). In the Norwegian labor market, schooling from Norway is more valuable (Liebig, 2009).

1.3 Justification of the Study

Immigrant integration is increasingly becoming the focus of academic, policy, and public discussion as immigration and diversity continue to increase and this trend is expected to continue for the foreseeable future (Keyel, 2016; Sobolewska, Galandini, & Lessard-Phillips, 2017). Immigration policy and diversity have sparked debate in Norway, which has a large immigrant population and a strong sense of national identity (Eriksen, 2013).

Most of the attention given to the challenges of large immigrant groups, such as refugees, has been focused on Norway and other countries in the literature (Bratsberg et al., 2017). I think my research will help us better understand how Nepali immigrants, who are also Norway's 'minority immigrants', perceive labor integration and its components. Due to their non-EU origin, Nepalese immigrants in Norway face additional bureaucratic difficulties and risks that their European counterparts do not face on their journey here.

Adding to a significant amount of studies on migration and integration in Norwegian society, this research project explores the particular obstacles faced by a population that is rarely studied. It gives voice to a group of Nepali immigrants in Norway and sheds light on the difficulties they have faced in integrating into society.

Moreover, this study goes beyond traditional research on labor integration and focuses on characteristics such as general adjustment, life satisfaction and identity, all of which are affected by immigration. Qualitative analysis of the perspectives of this category of informants provides a deeper understanding of their own experiences. This data can be used to assess the impact of integration policies on minority immigrants.

1.4 Objectives and Research questions

The main objective of choosing the topic 'Work-life Integration of Nepalese Immigrants in Norway' is to investigate the working conditions and integration processes of Nepalese immigrants in the Norwegian labor market. Based on the experiences of the Nepalese minority, this study focused on the status of work-life integration. This study examined the working lives of Nepali immigrants by examining the key features of integration into the Norwegian workforce.

The research was conducted through in-depth interviews with individuals from different occupations. The following research questions were developed:

How do Nepalese in Norway perceive about their working conditions and the process of integration into the Norwegian job market?

To answer this research question, I examine the sub questions are as follows:

What are their motivations and goals for working in Norway?

What are the elements that help and what hinder the Nepalese minority in Norway? and

How do they deal with these difficulties?

1.5 Guide to the Readers

The study is divided into six chapters with concluding reflections. The first chapter introduces the study and the Nepalese immigrants. It then provides the contextual understanding that is essential to understanding the findings of this study. This chapter provides background information about the study. The history of Nepali immigration, Nepali immigrants in Norway, and the integration of Nepali workers in Norway are part of this topic. As part of my explanation for conducting this research, I will also state why I am personally interested in this topic. Next, I will discuss the purpose and research question. Finally, the outline of the study follows.

In this second chapter, I will discuss the theory of immigrant integration. The conceptual framework used in this study will be explained in detail. This chapter will focus on the four aspects of social integration and the four indicators of integration that were used in the study to analyze the results. Finally, I will explain how the theory is used and operationalized in the study.

A description of the research method can be found in chapter three. For this study, the methodological choices, techniques, and procedures used before, during, and after the fieldwork will be described.

The empirical results of the fieldwork are presented in this fourth chapter. The results of the interviews are classified into different categories. For the analysis and discussion of the chapter, I will use these categories as a starting point.

Chapter Five: After presenting the research findings, I will present my analysis in this chapter. This way I will be able to compare my findings with those of other researchers and find the answers to all the research questions that this study has tried to solve.

In chapter six I will give a brief reflection on the main findings of the study and conclude my thesis.

CHAPTER 2: THEORETICAL PERSPECTIVES

2. Theoretical Perspectives

In this chapter, I will elaborate on the following two concepts, which determined the structure of the entire thesis: phenomenological approach and Integration theory.

2.1 The Phenomenological Perspective

Phenomenology is a method of extensive discipline and research developed to a large extent by the German philosophers Edmund Husserl (1859–1938) and Martin Heidegger (1889 - 1976). For Husserl, phenomenology is primarily concerned with the systematic consideration and investigation of the structures of consciousness and the experiences that arise in acts of consciousness. Phenomenology differs markedly from the Cartesian methods of analysis, which perceive the universe as things, sets of objects, and objects acting and reacting with one another (Byrne, 2018).

As a philosophical movement phenomenology was inaugurated in the early years of the 20th century by Edmund Husserl and enlarged by his students, hermeneutic philosophers, existentialists, as well as other philosophers (Byrne, 2018). Thus, Husserl is considered to be the founder of the contemporary phenomenological movement. Though, Dermot Moran in his book 'Introduction of phenomenology' (2000), states that Husserl was not the first to use the term 'Phenomenology'. In fact, it began to appear in philosophical writings in the eighteenth century, such as in the text of 'Novus Organon', where Johann Henrik Lambert first used phenomenology (Moran, 2002). Similarly, it was later used by Emmanuel Kant and Johann Gottbach Fitch, and in particular by G. W. F. Hegel in his "Phenomenology of Spirit" of 1807 (Byrne, 2018).

Moreover, there are three main types of phenomenology developed by Husserl and Heidegger; realistic phenomenology, transcendental phenomenology, and existential phenomenology. I employ Husserl's early established realistic phenomenology, based on the 'Logical Investigations', which analyzed the premeditated structure of mental actions as its goal because phenomena are directed at both real and ideal objects.

Phenomenology, in Husserl's conception, is the study of the structures of consciousness from the first-person perspective of the individual under investigation. The core structure of an experience is its intentionality or the fact that it is an experience of or about a particular object

or concept. By virtue of its content or meaning and the right conditions, an experience is directed toward an object. This study will be based on the paradigms of personal knowledge and subjectivity. Thus, the phenomenological theory will certainly be helpful to understand the factors of integration and their impact on the individuals (Lester, 1999). The phenomenological approach is particularly relevant to the exploration of employment probabilities and earnings of Nepalese immigrants in the Norwegian labor market.

2.2 Integration Theory

First and foremost, integration theory will be central to my proposed master project. Integration, usually conceptualized as a process or development, is not the end state (Penninx, 2004), and takes place in different areas: economic, social, cultural, and political. Academic authors have differing views on integration, and they differ in the way in which they categorize and perceive different dimensions or levels of integration.

Integration is a process that constructs the conceptual framework of this study predominantly based on two British scholars in psychology and global health, Alaistar Ager and Alison Strang's (2008) *Conceptual Model of Integration*. My research is also informed by an immigrant's research specialist and chair of the board of directors of IMISCOE, the European network of migration research institutes, and scholar Sarah Spencer and Sociologist Katharine Charsley's (2016) paper on the effectors of integration. I utilize these frameworks when I discuss the dimensions of integration and the narratives given by the individuals who became integrated into the host society.

Ager and Strang (2008) developed a clear and useful model that can be used to define and measure the process of "integration". Their research framework brings a combination of documentary and conceptual analysis based on their fieldwork among refugees in the UK. They identified multiple dimensions of integration in their research on refugees. The Framework consists of four major facilitators: markers and means, social connection, facilitators, and foundation; multifaceted within ten core domains through which the condition of integration can be understood and evaluated. These domains hold on to the eight policy areas (political participation, health, education, family reunion, education, labor-market mobility, anti-discrimination) included in Migrant-Integration-Policy-Index (MIPEX), employed by the EU states to measure integration. However, in my research, I intend to concentrate on four of their

concepts (out of ten integration indicators) markers and means, social connection, facilitators, and foundation to explore the experiences and perceptions of Nepalese in Norway.

Markers and means refer to the context of factors. In particular, it can be used to assess the integration as well as on the other hand it acts as a means of integration. This includes employment, housing, education, and health. In this study, I focus on the employment aspects and to some extent on education. Ager and Strang (2008) have taken employment as an effective means of supporting integration, which is associated with acceptance of qualifications, low pay, and unstable employment. They emphasized the need for vocational training and educational programs targeted at migrant workers in order to achieve integration through employment. Vocational training and educational programs would help migrants settle into a new society (Ager & Strang, 2008).

The social connection: Ager & Strang (2008) focus on ‘*social connection*’ as a key driver of integration. Pierre Bourdieu, James Coleman, and Robert Putnam are some of the contemporary authors who popularized the topic of social capital. Ager and Strang have taken social connections from Putnam (2000) as a concept of social capital, where social connection is divided into three more categories; ‘social links’, ‘bonds’ and ‘bridges.’ Individuals build social networks based on principles of reciprocity and trustworthiness via their interactions with one another (Putnam, 2000). A person's social capital is derived from their interactions with others. Robert D. Putnam defines social capital as connections between people-social networks and the norms of reciprocity and trustworthiness that flow from them.

The facilitators they identified in their framework represent language and cultural knowledge and safety and security (Ager & Strang, 2008). For example, language is an important 'cultural qualification' that is considered an essential condition for integration into a new society. Therefore Language, social contacts, security, etc. are interrelated facilitators for ‘two-way’ communication and cultural understanding for host and immigrant communities (Ager and Strang, 2008).

Here the foundation refers to citizenship rights that come with rights and responsibilities. According to Ager & Strang, some countries around the world have embraced cultural diversity, while others have focused on “assimilation” integration is more prevalent in others where immigrants are required to adapt and integrate into their new culture. In Norway, there is an institutionalized expectation of cultural uniformity (Hagelund, 2010). For example, in

linguistic semantics, “equality” and “similarity” are both translated as “like” in Norwegian, so there is no semantic difference between the two terms (Eriksen, 2013).

There is an implicit assumption of assimilation-like integration when the policy goal of like is pursued. Consequently, Norwegian immigration regulations and societal beliefs constitute a barrier for immigrants to overcome. Moreover, immigrants who are not yet citizens are deprived of many of their rights, which further complicates their integration into society (Ager & Strang, 2008).

These four main concepts contribute to the understanding of immigrant’s work-life integration in this research. An additional theoretical approach, which I follow to examine the workers life ambiguities, guilt and belonging among Nepalese in Norway.

On the basis of Ager and Strang's (2008) paradigm, Spencer and Charsley (2016) established a framework that seeks to explain integration mechanisms that either help or impede the process. Spencer and Charsley (2016) described that society is not a form of specialized uniformity, but a system based on diversity where people of different classes, religions, ages, and genders are included. Therefore, it is safe to assume that integration factors do not have the same effect on all. In the same way, the process of integration can facilitate and impede the integration process (Spencer & Charsley, 2016).

Spencer and Charsley have uncovered other barriers to immigration. They describe factors as "effectors" that stand in the way of immigration, including lack of recognition of qualifications, discrimination, and restrictions on participation in various social activities due to their legal status. At the same time, Spencer and Charsley (2016) identified five areas where effectors play a role in the integration process. These areas are individuals as human capital, social networks as social capital, opportunity structures as job opportunities, policy interventions as access to government programs, and transnational effectors as an attachment to the country of origin.

Spencer & Charsley used the language, education, knowledge, skills, abilities, etc. acquired in the immigrant's country of origin as the individual's human capital to analyze how the effector works. In addition, the knowledge, skills, and abilities that immigrants have acquired in the past, which may be in different fields, can help in finding information about programs and employment. Furthermore, Spencer and Charsley (2016) emphasize that integration is a multidimensional process that occurs at different rates in the areas of social, cultural, political

participation, and ethnic identity. It is not always possible to analyze these domains because they do not coincide with each other so that the process taking place within them can be understood in depth.

Furthermore, the authors reveal the example of an employed person and disclose that the integration of an individual may vary depending on the nature and timing of the work (Spencer & Charsley, 2016). They identified through case study analysis that integration in one domain can affect the progress of other domains, which in turn affects family relationships and life events. Through this research, they came to conclude that migration and integration policies have different effects on the opportunities or barriers they receive, depending on gender.

2.3 Use of the Terms

The word “integration” will be utilized often in this research. Conceptual disagreements have made it difficult to agree on a single definition. As a policy goal, integration has been widely pushed by the administration (Robinson, 1998). Because it indicates that a person must “assimilate” and become indistinguishable from the rest of society in order to flourish, it is controversial in academia.

Debate in academic circles has raged over whether the word should be replaced with more inclusive terms such as acculturation, incorporation, and so on (Favell, 2010). Spenser and Charsley, the authors of a previous research, provided a crucial theoretical foundation for this research project. Groups like this one believe that, albeit not ideal, there is "need for a shared language with which to engage critically in established academic and policy discourses" and that the phrase should continue to be used (Spencer & Charsley, 2016).

The word “immigrant” will be used to classify my informants in this research study. Despite the fact that some of my informants, Nepalese-born citizens who live and work in Norway, may not be considered immigrants since they are unclear about their intention to remain in Norway for the long term, I have classified them as immigrants for the sake of this study.

The term “integration” refers to the complex process that occurred when the informants immigrated to Norway. With this study, I wish to offer a voice to the many people who are suffering with their understanding of the Norwegian language and culture and their overall impressions of living and working in Norway.

CHAPTER 3: METHODS AND FIELDWORK

3. Methods and Fieldwork

In the following, I describe the applied research method on which the proposal is based and explain how the core research process was conducted. I also describe some methodological considerations of the research, both in terms of the method used and in explaining insights into the research process itself. Research procedures include sampling, data collection, data management, data analysis and reporting.

As described above, the phenomenological approach, the qualitative research method, is considered the most appropriate method to understand the real-life situation of a person (Patton, 2001). Similarly, this research method is used to analyze in-depth the life experiences and social values, meanings and perceptions of individuals. Here I have explained how this interpretation works.

3.1 Research design

Qualitative data collection methods include observation, interviews, focus groups, collecting existing texts such as organizational records, capturing texts such as participant diaries, and creating or collecting images such as photography and video (Carter & Little, 2008). Online data collection is becoming more prevalent, such as email interviews and blog writing.

Qualitative study design methodologies and a phenomenological approach were used to comprehend the data's qualitative form in order to capture realistic life experiences. I used these methods and approaches to better understand what it is like to be an immigrant and how normal their daily lives are. Since this study is a qualitative methodology, it provides a general framework that guides the collection of various data, its analysis, and its interpretation (Silverman, 2005). Through this process, the researcher 'I' constructs the universal meaning of the event, situation or experience and arrives at a deeper understanding of the phenomenon.

I used two different methods to get information on the interviewee's viewpoint, including a look at who they were and what they liked to do. In order to get a sense of the interviewee's personality and interests, I used a combination of in-depth questions and open-ended questions.

Each life experience provides a different viewpoint on one's life experiences. The goal of both the interview and the timeline was to get insight into the participant's immigration process, particularly their experience finding work and living as an immigrant in Norway.

Following this, I advised the interviewees to make a list of events that would tell me who they were and where their interactions took place. I encouraged each person to make a simple narrative sketch of their interactions that would otherwise be overlooked. This drawing told a story about both immigrants with a brief description of their backgrounds as well as the school system, climate, and their living conditions in Norway. This was to help them think more about their experiences and be better informed about the interview questions.

To better understand the research questions, I conducted interviews that delved into the experiences of individuals who moved from Nepal to Norway. Initial interview questions included simple historical and demographic information about the informants. I even asked questions about what their lives were like before they came to Norway. I asked the person about the immigration process, their process of finding a job, recognition of their prior experience and education, and any other bureaucratic obstacles they may have encountered. While getting to know the informant, I steered the dialogue toward social transition, perceptions of health, and the interviewee's time spent in another world. We also talked about other things such as language, social relationships, schooling, their job, and working in Norway. The interview ended with questions about nationality and status in Norway. A large number of individuals have given up their careers as students due to the irregular working hours.

3.1.1 Semi-Structured Interview guideline

I chose to use a qualitative, semi-formal interview as the primary data collection tool for this research study. This involves asking the interviewee semi-structured and generally open-ended questions in direct face-to-face and telephone interviews, in person, by mail, and even by computer interviews (Creswell & Creswell 2018). As much as I value formal interviews, I recognize that casual interactions can be equally valuable sources of information.

Individual interviews draw on the informant's experiences, resulting in rich and comprehensive observations of activities that may not be obvious to reporters listening to informants as they are self-disciplined and focused on process and agenda (Bryman, 2012). The study questions

for this project aim to understand the dynamics of the immigrant experience better. In short, this project aims to draw out the myriad aspects that immigrants bring to Norwegian society.

This fieldwork is based on Bernard (2006) principle of interviewing, which covers a wide range, from completely unstructured encounters to semi-structured scenarios to very formal interactions with the interviewee. Interviewing is an analytical tool and methodology usually employed by social scientists to understand the facets of convinced communities and socio-economic industries.

Through reviewing a research paper by Ager and Strang (2008) and interviews with informants, I found that the integration variables were strongly interconnected along with other factors; and I found that informants could always link one element to another, though not in the order in which I had informed them. I also had to redesign the interview questions so that they followed the same themes that the informants had asked about.

Bryman (2012) states that semi-structured interviews are the best means of gathering this range of knowledge. I did this by allowing informants to communicate and unfold their narratives naturally in order to maintain appropriate continuity and keep the conversation on the topic. I was able to arrange the conceptual questions so that they made sense of the issues the informants were discussing. After conducting such an (in-depth) interview, I could imagine what knowledge was important to someone and what they had achieved. However, this could also impact my role as the interviewee. I encouraged them to share their experiences in the integration process, their cultural encounters and their hopes and views for a better integration process. The highlights of the interviews were life events, the importance they attach to these events, and the way they cope and make sense of their ongoing professional life and social and emotional environment.

I agree that suggestions and casual interactions are often important aspects of the process. This was an informal errand, but to capture the goals of the interview, events took place. I explored the realistic aspects of alcohol consumption by having informal conversations (casual discussions) about it. As part of my duties with JSS, NRNA (Non-Resident Nepali Association) and Nepalese Student Community in Oslo - NESCO Norway, I had the opportunity to participate in numerous social events, meetings and game competitions organized by JSS and NRNA Norway. In these programs, the experience I had allowed me to learn and interact with people from different backgrounds, education, gender and ethnicity.

3.1.2 Selection Criteria

The informants were people from Nepal who had moved to Norway because they found better work and study opportunities in Norway. The main explanation behind this rule was that informants who came to Norway with a work contract or passport from another European country would not encounter the difficulties and obstacles associated with entering and working in Norway without job sponsorship. These informants had to be of legal age, as they were expected to be over 21 years old and have moved away from their original countries of residence within the last ten years but not less than 2 years.

The information suggests that people who have immigrated to Norway from a new world for less than ten years can remember more elements of their initial integration than those who have lived in Norway for more than ten years. If they had been in Norway for less than a year, they probably could not clarify their integration process because they had just arrived and had not yet experienced all facets of the behavior.

This study targeted Nepali immigrants from diverse backgrounds and living situations, but with particular attention to a diverse sample of male and female young adults. Crucially, I wanted to gather information on individuals' educational attainment, occupational status and social inclusion status.

In addition, I explored both similarities and differences in their experiences as Nepali immigrants in the Norwegian workforce. This is important as I focused on their life experiences, particularly in relation to the labor market and how they cope with a different work environment (Nepal).

It was helpful to learn how their background affects their lives and whether or how their immigrant status and past and present experiences are a resource or a challenge. While focusing on this group, I recruited immigrants from geographically diverse locations in Norway through telephone contacts to arrange the Zoom meeting.

3.1.3 Recruitment of Interviewees

In this research, interviewees from all over Norway were interviewed. In total, 11 semi-structured interviews were conducted for this study over the course of five months in autumn 2020. The first interview took place in late August and the last in December. The interviews were conducted in different settings, focusing on where the informants were more willing to talk. Five took place at the informants' homes, two at a university, one in the informant's research room, and the others via Facebook Messenger video chat. Each interview lasted well over two hours. In general, a single visit was insufficient for this analysis to obtain the information needed. In several cases, the initial meetings and phone calls were used to establish a good rapport so that the informant could feel safe during the interviews. The researcher's interactions with the people in the group they are studying can help improve the level of trust the researcher has with the people they are interviewing (Liamputtong, 2008). To conduct the follow-up interview, a 15-minute interview took place in January 2020.

For example, one informant was from another city, and I spoke to him personally while he was on vacation in Bergen. Unfortunately, time was too short to conduct a full life history interview in Bergen. Therefore, Mr. Raj wanted to conduct the interview via video call from Tromsø and planned to continue the interview after his stay there. All phone interviews for this study were scheduled and structured such that the informants would not have to wake up early in the morning to participate.

I personally contacted 11 individuals who had been contacted through my network for this study. Via email, I provided a detailed explanation of the study's objectives and methodology, as well as my university's contact information. To ensure that the interviewee had a clear understanding of what and how the study would collect data, I had already provided semi-structured questions. This helps to allay any doubts or fears when working on the project.

Since I had sent invitations to three knowledgeable experts, two university lecturers and a mechanical engineer, no one responded to my invitation. The conversation ended with one of the engineers stating that she was not willing to agree to a meeting.

3.1.4 Interviewee's Data

In general, eleven individuals were involved in this study. Eight of these individuals were males and three were females. Most of the informants were between 25 and 40 years old. Six of the informants are married, two are married with a non-cohabiting partner, and three are single. Seven informants have a child living with them and two informants are pregnant.

As mentioned in the interview, some of the informants came to Norway on dependent visas. At the same time, the other informants came to Norway for study purposes, and one of them came as an au pair, an important reason for coming to Norway and looking for a job in Norway. Most of the informants have lived in Norway between the range of 2 to 5 years.

Seven of the respondents belong to high caste, three of them to the indigenous tribes of Nepal, one to the Dalits and one to the Madhesi community. They are knowledgeable and able to speak on the subject. They have also all graduated from college. One has a doctorate, seven have master's degrees, two have bachelor's degrees, and one has a high school diploma.

Hinduism, Buddhism and Deism have widely held beliefs among the interviewees. I found that most of the informants involved in the skill profession were proficient in the Norwegian language, especially those studying nursing and those who were in the profession and had a good command of the language.

3.1.5 Introduction to the Informants

This section focuses on the study's informants and provides a concise summary of the informants' views.

I. Chandra

Initially, Chandra came to Norway in the hope of finding employment as a teacher, but he was able to stay only for six months on a job-seeker visa. While in Norway, he was able to pass the B2 Norwegian language test.

He has master's degrees in Two Different Subjects; after he got his master's degree, he started working as a university lecturer in Nepal. After coming to Norway on a job searching visa to look for work, he could not find a full-time job related to his education.

When he was interviewed, he had already been living in the country with his wife for eight years on a dependent visa.

II. Bibika

She had established herself as a homemaker after graduating from high school in Nepal. Motherhood has brought her the joy of raising two children. On a family immigration VISA, her spouse got her to Norway. For approximately four years, her spouse had to put up with the condition.

Four years have passed since she first began cleaning houses for others. She is now a full-time student and works part-time while completing her second year of college. Because to the “Corona” occurrence, her work has been terminated and her chances of obtaining a new one has been greatly reduced. Despite the fact that this isn't exactly what she had in mind, she will be satisfied if she continues to work in her current position.

III. Ratna

Ratna is an unmarried young woman who arrived in Norway with the advice of a friend who had obtained a student visa. An au pair visa granted by a family member allowed her to work at the household of a Norwegian.

She was still making a pittance compared to the rest of the workforce. She would have to work for a smaller and smaller salary if she wanted to stay on at the company. After being allowed to go outside by her pair family, she is still unable to get a job even in one of Norway's most populous cities like Bergen.

When I interviewed her in November of last year (2020), I had no idea how long she would be here. A permanent residency card and passport were her ultimate goals when she flew to Portugal towards the end of December.

IV. Purna

Mr. Purna has a student visa for the university in one of the bigger cities and his subject is education. He has already completed his master's degree in Nepal. The main reason he came here is to study in an internationally recognized university and to find his way around the country. He was working full time in the restaurant until I met him.

He even worked when the student was not allowed to work full time. That's why he says that after two semesters of his studies, he was not mentally ready to continue. Given the difficult situation in Norway, he is determined to return to Nepal. Some people have suggested to him that it makes sense to go to other European countries, but he was not convinced. He is skeptical that the misunderstandings in the secular world caused by immigration are due to different cultural, religious, and sectarian practices.

V. Adhikari

After coming to Norway as a master's student in social sciences, Mr. Adhikari investigated the latest developments in the field. He is here on a work visa. During his studies, he worked as a dishwasher in a restaurant to pay for his schooling. After graduating from university, the young man had difficulty finding a job he could commit to long-term, but only jobs that interested him.

Once he arrived in Norway, Adhikari set out to earn a master's degree by studying diligently and learning the Norwegian language. However, he admits to having difficulty understanding the Norwegian language. While it is not yet known what impact Corona had on fulfilling his desire to return to his former job, it is a frequent topic in his interviews.

VI. Kumar

At the moment it is eight years since Kumar came to Norway. He came here to prepare for his bachelor's degree, and he has a master's degree from the university. His education in theology was his master's degree. He is actively looking for a job, although he currently has a visa to look for work. He considers himself very fortunate to have his desired profession. He has five

years of experience in Mediterranean restaurants as a waiter. In addition, the owner of the restaurant has promised to compensate him for his language skills with a two-fold sum.

Udi's actions in the visa application process had left him feeling wounded and worried, he said. After marrying his wife in Nepal, he requested a family immigration visa for his wife, but she was denied because of a mix of reasons. When I began to look into the matter further, I found that there were legal complications involved. Even recently, his wife was furious when her study visa application from Nepal was not approved despite having finished the full process.

VII. Basanti

Currently, Miss Basanti is a new mother, and she was on maternity leave throughout the interviews. The Nepalese guy she was married to had enrolled at one of Norway's largest towns, and she moved to Norway to be with him.

She has worked as a consultant, transcriber, and data analyst for international nongovernmental organizations (INGOs) and research organizations for numerous years, and before relocating to Norway, she had formed a local NGO and worked responsibly as a social worker. After arriving in Norway, Miss Basanti was unemployed for some time before beginning her quest for a new job. In one of the cities, social contacts led her to seek employment in a cleaning firm.

Throughout her career as a sociologist, Basanti frequently discusses her childhood in a cult, and how it has shaped her life view and her sense of belonging in Norway. For approximately five years now, she has been living in Norway.

VIII. Pankaj

The reason he came to Norway was to get a master's degree and enhance his career. He was able to get a job that was directly related to his field of study not long after he graduated. His present job is in an IT department at the university, and he expects to remain there for the foreseeable future. Even though Pankaj has no intention of staying long-term in Norway, it is certain that he will apply for residence. It was thought that he might avoid the ethical issues

associated with a visa if he obtained a permanent residency permit. It is his realistic side that he manages to handle when he grows inattentive to his family and relatives and society while spending all of his golden hours in this society, that he highlights the need to return home.

As a student, he worked as a waiter at a hotel and cleaned offices and threw parties. As a result, he has a wide range of experience in a variety of fields, such as lending money from several banks to invest in land in Nepal. This man seemed to know a lot about what might be gotten from this place.

IX. Raju

Raju has a doctorate in tissue culture from the Department of Clinical Medicine. Before traveling to Norway, Raju had practiced his profession as a laboratory technician in Nepal. He also met his wife there. He came to Norway in 2006 to continue his studies, and a few years later he applied for a research visa with his girlfriend and moved here.

He does not think it is necessary to take Norwegian citizenship. But he added that it was easier for him to settle here or use the services available to ordinary people when he had a permanent residence with his wife.

During his studies, he earned his living by distributing magazines. He also bought his own house in Norway after a few years of hard work. At the time of the interview, he had been in Norway for about ten and a half years.

X. Atul

Like any other student in Norway, he had to find a means to pay for his lodging and food. He started out as a kitchen assistant in an Asian restaurant in a small town, where it was difficult to find employment. Furthermore, he is well-versed in how a Norwegian corporation created a partnership with a foreign individual on the basis of external nationality and how significant that partnership is.

When Atul moved to Norway, he spent three years looking for a job that would allow him to continue his career in IT management. He was a student at the University. A Developer

Technical Support Engineer has hired him. For three and a half years prior to the interview, Atul lived in Norway.

XI. Saru

Saru served as a nurse for two years in several nations before getting her B.Sc. Nursing degree, and she has expertise in medical, nursing, and midwifery. She had worked in her field of study for five years before moving to Norway. The spouse who referred her was originally from Nepal but had previously resided in Norway. As a family member, she was eligible for an immigrant visa.

A few months later, she got a nursing position in Norway while searching and waiting, after both of them had shown an interest in living there for an extended period of time.

Saru describes the two-year wait for approval from NOKUT to practice nursing in Norway and the several obstacles she faced along the road. In addition, she discusses her experience as a mother in Norway, where she raised her child. She had been in Norway for nearly three years at the time of the interview.

3.2 Transcribing and Data analysis

The analytical findings of this study were obtained from the translated data and the notes taken during each interview. The main explanation for not transcribing all interviews was that they were not tape recorded. The interviewee seemed to have a very concise attitude while being tape-recorded, so the researcher made a note since interviewee answered the optimistic questions. And another reason is that the information from the interviews I conducted were repeated and overlapped thematically. The transcribed interviews were not edited for grammatical and punctuation errors; thus, this is a conversational work.

A formal categorization of the scholarly evidence was undertaken. In a qualitative analysis, a code is a symbolic term or short phrase that the researcher assigns to a piece of linguistic or visual evidence. Coding can be used to organize data to define trends that can then be used for more systematic analysis.

I used a digital recorder to document the speech to facilitate transcription. I did not include any other tools in my transcriptions. Rather than simply transcribing an interview, I listened for themes that emerged during the transcription of the interview. I listened to each interview several times to ensure that the transcripts accurately reflected the voice of the informants (Kvale & Brinkmann, 2009). After listening to the interview excerpts, I went through them several times to collect quotes and organize emerging trends. I used OneNote to store my knowledge and digital directories to filter quotes by topic.

This also serves as a “warm-up” process before more extensive analysis begins. It helps researchers become familiar with the information and get their analysis engines going (Saldaña, 2021). After the empirical data was examined and reviewed, the existing theories were used to analyze the developing patterns and themes (Bryman, 2016).

After data analysis, new hypotheses were generated to interpret the data and contribute to the existing literature (Bryman, 2012). During the preliminary theme analysis, I was able to gain a wealth of empirical data and I found the objectives of the interview guide very helpful. It also helped me identify the importance of the theories I selected and explore my method of investigating the barriers to and facilitators of social inclusion.

The qualitative findings will be analyzed using different data sets. The primary goal of narrative research is to discover the nature of encounters by reconstructing how they were described (Bryman, 2012). Kaplan pointed to this theme in his 1964 book *The Conduct of Inquiry*. Kaplan defined logic as “what researchers do well as inquirers” (Kaplan, 1964). He defined reconstructed logic as attempts to formally formulate, articulate, analyze, or evaluate logic in use. This dissertation is an exploration, evaluation, and idealization of qualitative research. Reconstructed logic is also relevant to methodology. Reconstructed logic grounds itself in, influences, and idealizes use logic. We all use logic, but few of us think and write reconstructed physiology (Carter & Little, 2008).

The thesis includes exploratory and explanatory methods of analysis. In the social sciences, discovery is generally discussed and is also a cornerstone of the field. Exploratory experiments are a valuable means of defining the event and issues, discussing a range of viewpoints, raising concerns, and analyzing incidents in a modern light (Yin, 1994). When investigating the causes of causes, research is explanatory and can clarify the implications of causes (Yin, 1994).

3.3 Ethical Considerations

I have permission to conduct my study from the Data Protection Official at Norwegian Center for Research Results (NSD). I sought their ethical advice as I had the audio recording device and confidential personal data in my hands (NESH, 2016). As I had the audio recording device in my hands and stored confidential personal data as described by Silverman (2013) in *Doing qualitative research: A practical handbook* (NESH 2016). I did my best to be honest with the interviewees about what they wanted to talk about and what they did not want to talk about. When interviewees react emotionally to questions, it is a clear indication of how the question was worded (Bryman, 2012). Once I noticed that my interviewees were having difficulty talking about a particular topic, I avoided it until they felt comfortable with the topic.

The main ethical concerns to be discussed in this study include those of the informants (i.e., informants' free time, their prior and informed consent, their privacy and confidentiality, their sensitivity to talking with people who know about personal matters, and whether there is inherent bias) (NESH, 2016). Because of ethical considerations, the preparation, arrangement, and conduct of this study were carefully considered. Even ethical issues such as analysis are of great interest in qualitative research (Kvale & Brinkmann, 2009).

When it comes to the confidentiality of my informants, I selected individuals who were serious about the interview. At the same time, I did my best to manage the interviewees' data so that personal information and identifications were not revealed outside the law (NSD). Confidentiality means that the knowledge conveyed to the participants and the decision made are kept secret (Kvale & Brinkmann, 2009; NESH, 2016). To protect the privacy of the participants, I generalized the knowledge about professions, the full name of the informant, etc. In some examples, such as renaming alcohol to "liquor" in the short example session. Sometimes this means that private details that identify participants cannot be revealed (Kvale & Brinkmann, 2009), so informants are given pseudonyms to avoid being named. Another precaution is to ensure that all digital voice data is deleted after the interview is completed.

Prior to scheduled interview appointments, I contacted informants to keep them informed and avoid unintentional privacy violations. And we signed a consent form promising that any data interviewed would be used solely for this initiative. In an effort to gather as much knowledge as possible, I went very in-depth with participants' questions. If they did not want to participate or felt uncomfortable asking comprehensive questions, they were free to pause or change the

subject at any time without being penalized. None of the participants wanted to end the conversation, but there were so many more topics to explore.

Another important ethical problem is that the researcher tends to prove one result over another. Because of my own experience of migrating to another world, I have come to appreciate and recognize Norwegian society's cultural history and patterns. Since the interview was exclusively about the phenomenon, it was difficult for me not to talk about my story, especially when many informants asked me questions about the phenomena. I gave the informants the opportunity to ask any questions they would have liked after the interview. I tried to elicit my own assumptions by not combining my own observations with the details described directly by the informants. Bias, however, ultimately affects themes and narratives. An interview is inherently an immersive activity. The study conveyed my identity and feelings to the informant (Risjord, 2014).

3.4 Challenges

I considered myself a useful research instrument while exploring in Norway and doing research in the Nepalese immigrants working culture. I have gained from the use of my own natural tongue, and from the fact that there we had common experiences and fewer difficulties for shared understanding.

I, on the other hand, had little difficulty in locating potential informants. This experience taught me to appreciate the difficulties involved in conducting the interviews. Because I was unable to conduct the interviews as I had originally planned due to the effects of Corona, I had to resort to alternative methods. People were reluctant to go to work because of the pandemic. Unfortunately, they were unable to engage in a face-to-face conversation due to their behavior (they could not meet in person). I did spend a lot of time on the 11 interviews, but it was worth it.

A single meeting of an hour or two was not enough for some informants, such as those who felt insecure about their personal information. I did not get any information from the informant at the first meeting. Furthermore, Jackson and Russell (2010) in *The SAGE Handbook of Qualitative Geography* (2010) argue that although the interviewer does not fully understand the interviewee, the interviews become more intimate and the interviewer builds a close bond

with the subordinate. To show my appreciation for their efforts, I politely asked them to meet again and gave them the necessary time to do so after this one. Once things were going well, most informants left the trail; however, they stuck around longer if there was some level of discomfort. Generally, I was a good listener, but sometimes I would interrupt them in what they were saying and subtly get them to return to the topic they were discussing.

Also, some of the informants were not able to do an in-person interview, so the interviewer had to do a phone and zoom interview instead. As a substitute for manipulating their vacation and work schedules, I invited them to complete our extensive questionnaires after they had recovered.

3.5 Limitations

It is impossible for me to evaluate a completed phase of integration, so my research focuses only on how various factors limit most work-life integration problems. For now, I only focus on one aspect of cultural exchange between the two cultures: immigrants' actions.

In my response, I also try to address some rather sensitive issues, such as psychological well-being and bigotry and personal identification. It is possible that I did not establish a good rapport with the interviewees to get a realistic picture of their experiences, or that they were distracted by my presence.

While some locations with more people were expectedly more expensive and time consuming, my choice of study location was based on ease of use and accessibility to participants. In addition, undocumented immigrants, immigrants who have applied for asylum, and those who are working illegally are all examples of the broad spectrum of immigrants that were not included in this study.

Despite the fact that the study was based on interviews with eleven people, the report still had flaws when it will publish. As Bryman (2008) states on 'Methods and Methodology', it is impossible to generalize the results of a study that was conducted in a limited number of trials in a particular region.

CHAPTER 4: RESEARCH FINDINGS

4. Research Findings

This chapter examines how the process of inclusion and integration in Norway affects Nepalese immigrants. What are the conditions for the integration of Nepali workers into the Norwegian labor market? The chapter is divided into four thematic sections based on informants' relationships and recurring accounts from the interviews: Working Conditions, Sense of Belongingness, Being in Ambiguity, and Insights on Status and Identity. In the first section, I explain how the informants would act according to their career and work experiences and whether they are able to find better jobs that are compatible with their ideals.

In the second section, I discuss about belonging and how the informants communicate language and socialization issues and the effects on their well-being. The next section discusses how informants talk about their insecure circumstances, including meanings, occupations, and prejudices. The final chapter looks at changes in position and personality, considering factors such as the privileges and vulnerabilities of the worker, and changes in status, identity and aspirations.

4.1 Work Conditions

This section provides information on the project's main objectives in relation to the employment status of workers. The analysis is based on interviews with informants. I collected stories from the informants about their time in precarious employment. I then examine the informants' views that were accepted as credible based on their previous work and education, as well as the ways in which the informants held their occupations in contempt. The final section looks at the work environment and tasks reported by the informants, and how Nepalese fit into the Norwegian work environment.

4.1.1 Precarious job

Many Nepalese foreign workers face workplace insecurity. This is clear from the source of research as well as other reports that have been studied. The circumstances in which they work are sometimes dangerous, petty, and many are overqualified for the job. Several of them describe how they ended up in positions for which they were grossly underqualified. In an

interview, an interviewee said that he quit the job, which was began as soon as he arrived in Norway because he felt he was overqualified. As a result, they are often asked to leave jobs, making them feel at risk. Before moving to Norway, the majority of the informants in my research had already completed higher education and gained professional experience.

Almost all of the informants claim that finding a permanent job is very difficult. In order to better comprehend the emerging working arrangements that are causing precarious employment and worker insecurity, it is becoming increasingly crucial (Kalleberg, 2009). Jobs that were done during the most recent outbreak, such as Covid 19, should be dismissed and laid off. In Norway, most immigrants work in hotel restaurants where they look for ease careers and which are related to hospitality. Immigrants from developing countries are often most likely to get these positions on short-term contracts, making them more precarious.

Based on his own personal experience, Adhikari, one of the whistleblowers, notes the same: "Due to a ringår-vikår [substitute, non-permanent employment on call] contract at a restaurant. It was tough to maintain track of my schedule because my supervisor only phoned me when they wanted help. During the off-season, I was likewise unable to find work. My work was completely taken away from me as a result of the Covid epidemic." Because weekly hours are limited and precarious work is sporadic, and many if not all of the associated risks are mitigated by structural forces such as access to other sources of income and career paths, the impact on student workers is minimal (Campbell & Price, 2016).

Adhikari, one of the informants, mentions the same based on his own personal experience: This means you may quit your career or remain at work and be stripped of different advantages, putting you at risk of being unprotected. Frequently, employees have no idea how many hours they will receive or when they will receive them, which makes managing costs, budgeting, and saving difficult (Connell & Burgess, 2020). Adhikari was certain that this had a major impact on his personal wellbeing and family life. He was really concerned that he would not be able to have his wife with him. For many people, the goal of a stable standard job has been replaced by the reality of insecure employment, which is characterized by insufficient salary, variable working hours, and unpredictable rosters (Connell & Burgess, 2020).

Accordingly, he says: "In order to invite my fiancé to Norway according to the UDI guidelines, I had to have a regular income, either necessary bank deposits or part-time job. But I had a vikår job contract. For this reason, I had to be separated from my beloved for an extended

period of time.’’ A long-term perspective suggests that the same group of student-workers faces enormous risks in the future as a result of more uncertain labor markets (Campbell & Price, 2016).

Many of the job opportunities available to such foreigners are temporary. Chandra came to Norway in 2011 on a job-seeker visa. ‘‘So, I had to start working within six months and apply for a skilled worker visa,’’ he said, ‘‘I had several years of teaching experience in Nepal. But I could not find a job in the time given by UDI. Therefore, I switched to an unskilled job for the rest of my life.’’ Chandra had to master the local language to find a job within the time stipulated for his visa. ‘‘Since this could not be done in a short time, I had to switch from the plan to stay longer to a research visa.’’ He left his career as a teacher and now has to take up a profession that is not his first choice.

Ratna talks about her encounter with a job, that she soon realized paid the least. She said, according to her employer ‘All right, there may be a chance that she will work outside their house for extra income.’ However, ‘‘I soon discovered that finding work that fit my schedule was not an option. Employers were not interested in hiring me because they had ample full-time workers and most of the jobs were laid off in this new situation (low season and COVID-19 pandemic).’’ She eventually fled to another European republic, in the hopes of securing her future. The primary explanation for this is that she was unable to secure a well-paid, long-term position.

Saru describes how long it takes to get clearance to serve as a registered nurse in Norway. She finally got a job related to her occupation in an ‘‘old age care home as a nurse.’’ She was employed as a housekeeper in a hotel prior to this, and she was in a precarious situation because she did not have a permanent work contract with the company. ‘‘I’ve been there for a year, maybe a year and a half. So, I had no idea how long this job would last and considering the fact that my occupation was unrelated to my field of study, my life in Norway for the next year seemed to be in trouble. As a result, I was unsure whether or not I should keep this job. Then, when looking for a new career, I came across one that was similar to what I was looking for. Then, in search of a new career, I found one in a city that was specific to my field and relocated here.’’ This job is also not permanent, and while she convinced that she will be able to keep it, there is also a degree of uncertainty.

Along with the difficulty of finding a permanent job, there is still the issue of getting adequate pay. “I was able to get a short-term contract at the University”, Pankaj said when he was able to find jobs linked to his studies. The job was supposed to be for six months, but it was extended for a year because of the corona. He did, though, end up in a precarious job situation. 'Because it was just a temporary appointment, they made it known that their budget was very tight and that they didn't have any permanent jobs available... “So, for financial reasons, I am looking forward... I continued on... while searching for a [... researcher] position, I was called for a job interview, where I applied for [[.....] [the job] and was hired as a [.....] universitet for a three-year contract’’. He recognizes the importance of having a permanent residency card in order to serve for an extended period of time. So, despite the fact that this kind of temporary work qualifies for a residence card, he remains unenthusiastic about what would happen.

Both Saru and Atul's stories refer to a shift in the workplace based on the type of occupation. The informants encountered some insecurity while looking for work in Norway. Saru, for example, said that “due to being underemployed in Norway for a year, I worked night shifts at an old age home at a time when having my baby with me would have been ideal. Since I needed the money, I did not think about the transferor how long I should stay here. I did that on purpose so that I could get the job.” She has no regrets but sees it as a temporary job opportunity until she completes the licensing process to work as a nurse.

4.1.2 Workplace environment

The work environment, the atmosphere that permeates the office and in which we all participate, is a difficult component of employment in any organization to characterize. It is not objective, but based on the subjective experiences of the individual employee (Rodríguez, 2021). When it comes to the workplace environment, informants have a diverse set of experiences. The majority of the informants have a positive attitude toward their experiences, particularly those who work in fields relevant to their studies and expertise. The management and employees feel connected and are encouraged to work harder. They operate perfectly. People who work in fields where their work experience or professionalism is not well assessed reported having a negative experience.

Kumar shares that his experience is mixed in the context of his work environment. At the time of the interview, he worked in two places. He claims that “the first place (restaurant) where he

works indirectly views him as a person reliant on his belonging country and religion.” The restaurant is operated by a Meditarian owner where the employees who are belonging to his land or have the same religion as he is treated differently. However, the other place he works is a food chain-store where “the payment is decent and the treatment of staff is nice.” This sort of experience can be different for each individual, but he thinks that “all employees and colleagues are treated fairly by those who understand the spirit of Norwegian society.” It is the responsibility of all employees to create a positive working environment. Managers, leaders, and human resource managers have the power to stimulate or discourage it (Ajala, 2012).

Similarly, Adhikari talks about how much his experience differed at two different workplaces doing the same kind of work. He mentioned that “the treatment of employees at two different places was different because the owners had different ethnic/national backgrounds. In the past, he worked for a Norwegian restaurant owner who followed Norwegian labor laws and paid accordingly. For example, wages for working on holidays were routinely increased, and wages for overtime (more than 8 hours at a time) were increased according to the law.” Accounting for fixed averages can be established in writing between the employer and employee, specified in a collective agreement between the employer and a group of employees, or authorized by the Labor Inspection Authority (Arbeidstilsynet, 2021). Normally, the government and the prime minister decide on governmental intervention in wage negotiations. The authority's responsibility in monitoring wages and working conditions in industries with general collective agreements has grown in recent years (Bøckmann, 2021).

The owner and colleague of the restaurant where Adhikari worked belonged to different ethnicities and nationalities. However, he misbehaved which was very sad as he was a worker facing an unexpected situation at the workplace (Kymlicka, 2003). He also states that “the behavior of the owner and managers in terms of how the work has done and how the employees were treated was despicable.” He states that the workplace is “somewhat restrictive in terms of lunch breaks and not regular hours, and there can be warnings and rigorous conversations, slurs, and so forth. Also, the work involved a lot of physical pressure, so there was a sense of dissatisfaction while working.” He continues that “the work environment was completely different from the work environment in Norway.” Based on his experiences in a Norwegian workplace and a non-Norwegian workplace, he seems to draw this conclusion.

Similarly, Atul describes a particularly negative work environment when he worked as a dishwasher in a restaurant: “When plates and other utensils would unexpectedly break while I

was washing or carrying them during work, they would always taunt me by saying that they would deduct money from my tips as compensation for the broken utensils. And they kept saying that it was not okay to name the price of the dishes.” He continues, “Once a waiter dropped a glass on the floor, which I helped clean. Since the owner, who was also the chef of the restaurant, thought I was the other guy's fault, he cut my tip because of that.” He underlines the different cases in which workers' laws have not been followed.

Furthermore, reprimanding the restaurant workers for even the tiniest of errors would put them in a constant condition of anxiety. Mistreating employees because they've been unable to find work is the owner's way of dealing with the situation. Which is totally against the Norwegian labor law. However, if worker quit a job, it will be difficult for them to manage monthly expenses (Kalleberg, 2009). they have to hire a lawyer to do the case which takes a long time (Arbeidstilsynet, 2021). Because of these complexities, workers thought it better to work in silence and left as soon as they found another job.

Purna's experience shows that changes in work management affect the atmosphere of the workplace, which can have a significant impact on the overall work situation. He talks about it in detail: “I have been working in restaurant for 2 years. My working style was normal, no one complained to me. But as soon as the new manager came, he expresses his dissatisfaction with my working style. He began to question and berate my efficiency in various areas, including the time it took me to do the work and the issue of hygiene. Which I did not think was appropriate and I spoke to his superior about it. However, I felt that if the leader had his way, the lower-level workers would be forced to accept it or leave.” He then forced me to sign a vikår / ringår contract by terminating the permanent contract. Although it allowed him to go to the union but he had professional life, so he quit his job.

Miss Saru does have a different experience in the non-skilled field than others; in her workplace in Norway, she feels respected. “I just hope that people have always respected me for all the positions I've done. And nobody has ever given me any difficult time to be Nepalese or Hindu or any such thing.” However, she also described a workplace experience, her first work experience was that due to abrupt job calls it is incredibly hard to handle time. At the time, she was doing a housekeeping job in the hotel.

The weather has a significant impact on working life. According to Raju's personal experience, the weather has a significant impact on working styles, career experience, and overall lifestyle.

Raju shares his experience of facing a situation that is difficult because of snow and cold during the winter season to distribute magazines/papers on foot. “I came to Norway eleven years ago; I was lived in smallest city. There was no choice walking in the snow... I had to wake up and take the magazine door to door in such snowy weather... While at times half of my body was drowned in the snow, I did not even know about the crust of the ground. I did not have the expectation of staying in Norway for such a long period when I recalled that frustration.” With such weather condition he never experienced on his livelihood and schooling in Nepal. Which is drastically different from being in Norway due to climatic differences.

4.1.3 Working Culture

Culture is just the way things are done here (Drennan, 1992). According to Schein (1985), culture is a set of psychological predispositions termed fundamental assumptions that individuals of an organization have and that impact their behavior.

Some informants discussed the variations in work culture between Nepal and Norway in great depth. In the context on organizational culture linking, it in particular to performance (Mannion, Davies, & Marshall, 2005), Mr. Pankaj was very inspired to take full responsibility for what he had to do when he brought up the subject during the interview. He says, “I am compelled to work hard so that the effectiveness of the work I do does not deteriorate when I work;” The demanding job aims to hone my talents and will be crucial to my eventual professional growth."

Pankaj further explains based on his previous jobs, “I had the chance to work as a junior engineer on a project for a year and a half. In my past, I had to do a lot of work in this role, and I had that experience as well. I expected that by doing so, I can broaden my technical horizons and see a major and meaningful transformation in my career.” Pankaj thinks that he has not much of a difference between his pre-work and post-work state.

Furthermore, he said, “perhaps my job was simply to assist seniors in general, perhaps because I have not had many job openings... or perhaps I have not had any obligation. The project was expected to be done in a year, but it was postponed for another six months. ... Perhaps pandemic may be responsible.” In his understanding, there was a sensitivity that there was no

other accomplishment than generating substantial income as an end result of the bonus package.

Despite certain inconsistencies in the way Raju works, he claims to be happy with his responsibilities. “When I was in Nepal, Universities does not have their own cabin for the student like here. Here I can stay in my lab for as long as I want. ... I can spend time in my lab at any time during the deadline or when I feel suitable. ... For me, which side is more favorable. In this way, if I regularly devote time to my job, it will lead dramatically to a great result.”

Raju further said that based on what he has seen and heard, “there is a distinction between a professional doctor here in Norway and in Nepal; while I was operating, I had the chance to assist the doctors with some lab examinations. At the time, the doctor requested my assistance in counseling the patients, which I gladly provided. During that time, I noticed that the doctors here were solely advising patients based on lab results. This is not the case in Nepal; I discovered that every disease specialist in Nepal uses not only the report but also their own knowledge.”

Raju shares his conviction that advancements in space, settings, and technologies can have a major impact on how things are done. We would appreciate and discern the variations in working cultures because of different technology, ideas, and the knowledge. Culture is the social settings that impact people's behavior and social standards that are acceptable and expected. Transforming practice requires fundamental shifts in mindsets and behavioral patterns, since these represent the values, beliefs, and assumptions held or accepted by employees (Manley, Sanders, Cardiff, & Webster, 2011). This knowledge is vital for all employers and implementers who want to improve workplace culture.

4.1.4 Acceptance of qualifications

Another hurdle to seeking jobs in Norway is the recognition of credentials, both schooling and prior work experience. Immigrants' chances in the job market improve when their credentials are recognized, regardless of their migratory status, area of specialization, or place of academic training (Liebig & Huddleston, 2014). In contrast, there are many job vacancies in the IT and nursing/medical fields. When it comes to search job opportunities in the world, this kind of job is highly praised. Saru, Atul, Pankaj, and Raju are among my professional and experienced

informants who work in their career-relevant positions. They also worked in the unskilled industry before pursuing a career. There is a unique group of skilled employee's candidates since the screening procedure is so stringent. Their skills in the labor market, including education, knowledge of the official languages and job experience are taken into consideration when selecting new immigrants (OECD, 2017).

Some informants had no big problems with this because they are either trained in Norway or they served in fields that did not require official qualifications. Remarkably, some informants have taken Norwegian language courses, as well as advanced/bridging courses to equate their education/skills to Norwegian levels. For example, Saru used to be a nurse in India and Nepal, but when she moved to Norway, she could not find a comparable job and began part-time housekeeping services in hotels. When taking her B2 language course, she worked as a caregiver at an old age home, which she was able to get because of her prior schooling. Saru, in comparison to the other informants, was dissatisfied when she says she was paid less than other nurses.

Saru explains her "NOKUT experience as 'just very sluggish.' And the entire thing took over a year and a half." She also noted that "despite the fact that her bachelor's degree in nursing had been approved. I was also certified by the Competent Recognition Authority in Norway for Helsedirektoratet (Directorate of Health)." Then she took some extra language courses and passed my B2 level, which they counted towards her authorization. She believes that her work background has aided her in obtaining a license. She has now received approval from NOKUT for her nursing certification in Norway. She then began working full-time as a nurse.

When it came to finding jobs in their profession, for example, Atul argues that his higher education and work experience after graduation set him apart from other candidates, making it easy for him to find a job. "I worked for a long time at a call center as an IT professional and believed that they had adequately assessed my thematic unique work experience." It was only later that it became apparent that he did not need to be licensed by NOKUT because his higher education was in IT, despite the fact that it was from outside Norway. "I had no idea about it until I began working on it, and no one asked for a NOKUT approval," he says. Some informants, such as Adhikari, Purna, and Bibika; they know nothing about NOKUT, and it does not appear that it is necessary for them to file an appeal for formal acceptance of their education. Their reservations about studying and working abroad tend to be a plus on their resume.

Although education is widely recognized as a certification, Pankaj contends that, in relation to Nepal, it does not take long to equalize the qualification of education, as it is usual for the concerned authorities to research and validate, but it appears that there is still a long wait for this type of work. When it comes to jobs, education qualification is considered the first prerequisite in Nepal, followed by subject expertise. However, the reading in Norwegian universities seems to be very job specific. In general, the horizons of knowledge of reading in Nepal are wide, making it easy to stay updated in many fields, but in a setting such as Norway, there is a need to be very specialized.

Similarly, the interaction with Pankaj revealed a great deal of frustration with the structure of educational acknowledgment. He states that “a year before arrival in Norway, I applied for a subject at the University of Adger and Stavanger, and in the rejection letter, they note that I had not fulfilled the credit they had requested. My major subject was directly relevant, and I had completed all of the levels set by my university. I am not sure what courses are offered in the bachelor's degree program here. It is my view that the disparities in the university's programs have played a part in the inability to accept the state of equality. As a result, credit for my subject may not be properly acknowledged here. In addition, when I applied, I had a master's degree in my field and had included all of my credentials.” It is obvious from the discussion that Nepalese job seekers can always face challenges in seeking jobs because their professional backgrounds are not readily recognized.

The findings suggest that most of Nepalese immigrant have not been working in places that are relevant to their schooling because, considering strong academic diplomas and work experience, they were unable to find employment in their relevant fields. In comparison, the vast majority of my informants said that either they had to stay unemployed or had no choice but to pursue physical work. While the overwhelming majority of them told that they are over-qualified or not qualified for the job they had.

4.1.5 Expectation and career limits

Researchers have shown that foreign-educated workers face major obstacles to maximizing their potential in the host country. Immigrants with foreign degrees are less likely to land a job or earn a higher salary than those with domestic degrees, regardless of their age, gender, or subject of study (OECD, 2017). The self-respect that an individual develops in order to advance

by entering a career other than the one he or she has done and desired has a significant effect. Adhikari collaborated with numerous NGOs in the field of social sciences study while in Nepal. It is not unusual for him to expect related work to that career because of his qualifications, productivity, and passion for this profession as a result of his studies. But, in fact, it is difficult to find jobs in social research in Norway, he said, adding that he would find out after arriving and joining the job market.

His experience in this area is as follows: “I began my social research career after completing my master's degree. I spent some time searching for a job linked to this after moving here. I was shortlisted for some positions in the early stages, but in the latter stages, I was asked for the requirement of Norwegian language; this was not easy to obtain as soon as I came... Then I began to work as cleaner at the restaurant which was an unskilled sector of the employment. I felt really vulnerable on my first day of work; I had never intended to work on the poorer level of the toilet used by others. As a result of my lack of enthusiasm for the profession, I wanted to quit soon after it began.”

Adhikari was driven to look for jobs related to his career, but things did not go as planned, and he was forced to do whatever work he could find. “The urge to survive in a normal subsistence regimen compelled me to work.” He then began cleaning at the restaurant. “I had to put up with bullying from chefs who were in a position that was not ideal for me... When I had to make a career, I felt like I was trapped somewhere... Since I had no intention of being elevated from a restaurant to a chef or a management position. As a result, my professional progression was limited and remained stagnant for a long period of time.”

Saru started looking for jobs as soon as she arrived in Norway in order to cover her living expenses. She says she did not know anything about the process of joining her career until that point. “When I was looking for work, I first worked as a housekeeper in a hotel,” she said. That is because I was not eligible for anything else. I was surprised at the time at how I was supposed to work in the field and how I was working in this environment, and I was feeling self-pity.” Meanwhile, Saru was waiting for authorization for her education, she worked as a nursing assistant at an old age care home. Which was somewhat related to nursing care? She explains her experience working so close to, and so far from, a previous career, “I had to do caregiving job, particularly for the elderly, which was somewhat similar to nursing, but the pay and the position were lower than I expected based on my skills and previous work experience.” This experience often expressed itself in the form of guilt and embarrassment.

Chandra had previously been a professional university lecturer, which is the most respected profession in Nepal. “This is not my current career to tell someone,” Chandra says of discussing his present job with random people: “This is not my current occupation to tell anyone.” He continues, stating that “the reason I came here was to achieve better expertise and research in the teaching sector, but the conditions forced me to accept cleaning work. What is the point of having a degree certification for this specialization when any general qualification suffices?” Throughout the interview, Chandra deviates from his initial purpose for coming here, alters the situation, and associates his guilt with not being as good in Norway as he had been in Nepal. He was a teacher in Nepal, and his primary reason for coming here was to advance his career, but over time he got involved in the cleaning jobs, something he had never done or considered in his career. A master's degree with more than ten years of teaching experience, such as the one he had obtained for the position, was not needed, but a physically fit individual with general knowledge could do it.

In other words, an immigrant's legal status decides their eligibility to work when it comes to employment openings. Working visa and family reunification contracts were far better than those of students, according to my informants. Adhikari again explains his experience searching for jobs at some restaurant, “I was regularly asked to work in an Asian restaurant while searching for a career,” Adhikari recalls, “but the manager always turned me down, claiming I couldn't recruit anyone with student status.” He goes on to explain that “working in a restaurant can happen at any moment, making it impossible for students to choose appropriate hours because other staff often don't want their lives to be always loaded.”

Similarly, Atul responds with similar work-related experiences. Atul explains why he had to leave his job: “All of the staff at the restaurant where I work were full-timers, so I was a student. I wanted enough time for study, examinations, and university appointments, so I had to take time off from work, which annoyed the restaurant owner. “The last time I begged for leave, the manager told me he couldn't give it to me and that if I did, he wouldn't recruit me,” Atul continues. “In the one hand, it made me feel inferior and developed a condition in which I had to leave work.” Following that, Atul mentioned that he was looking for a part-time job in an unskilled sector but had not found any employers who agreed that jobs should be offered to students. He seems to be concerned that this will impede a person's career advancement. Other of my informants, who are students, mentioned that being a student limits their availability hours and, as a result, their opportunity to explore jobs.

4.2 Sense of Belongingness

This section addresses the informants' feeling of belongingness in foreign countries and the elements that play a significant role in this process. Among the various influencing factors, here are some of the ones that have emerged from interaction with informants. The informants have spoken a lot about the most crucial thing, language, and how it plays a role in dissolving the individuality in the host country. Another aspect discussed in the conversation is socialization in the neighborhood and at work, where they do their work in society and the personal experience of success or failure.

4.2.1 Job and Language Proficiency

The sense of belonging to any society has never been more obvious; therefore, in order for this to occur, it is thought necessary for the individual and the members of the society in which he/she resides to interact with one another. Their Norwegian language skills, according to the informants, have influenced their everyday social lives. Interestingly, most of the interviewees believed that language has a significant impact on jobs and social networks in Norway. They are aware, however, that knowledge of the Norwegian language is also critical since the majority of the content, websites, and some documents in their workplace are in Norwegian.

When it comes to jobs, the most important thing is to collaborate with co-workers as well as the workplace representative. My informants have summed up that if the state of communication is weak then the attachment of the worker towards the work decreases which would have a direct effect on the quality of work. When it comes to seeking employment, Kumar believes that “language is really important when looking for a career.” When Adhikari was searching for jobs, he realized the value of Norwegian language skills, saying, “I was looking for a job and I was shortlisted from several areas, but in the final stage I was asked for a certificate of language proficiency, which I failed to provide due to a lack of knowledge of Norwegian language.” He explains, “There are many applicants searching for an English-speaking career, and Norwegian language experts also compete because they are equally fluent in English. Immigrants who speak or write English, such as me, have mother tongues in the second, third, or fourth order. Consequently, not only Norwegian speaking job, but also turned down from the English-speaking employment.”

Language, according to some informants, does not always play an important role in the workplace. For example, where it is stressed that language is not as necessary for computer engineers and pure scientific researcher or professionals as well unskilled worker like dishwasher, cleaning staffs and so on. These types of work can be performed without knowledge of the Norwegian language. However, others argue that language skills are incredibly crucial in obtaining competent professional jobs. Depending on the essence of the work and the language of the work, the Norwegian language alone cannot always play a part for others. As a response, they speak about their work experiences in a foreign language.

Raju mentioned while in conversation “I work at the Norwegian Institute of Public Health (NIPH), where I use English while teaching a new researcher how to work in a lab. I do not think there is any problem in knowledge delivery.” But, as he puts it, “I use English, and the students use Norwegian when they speak in groups. That makes me feel uneasy because I do not understand Norwegian.” In the same way, he says, “When talking to colleagues, in some cases, personal matters are also discussed. At that time, some people talked about their girlfriends / boyfriends in various ways and they also laughed or got emotional with each other, I do the same way. At this point, my conclusion is that you should be able to talk and understand English at a high level, as well as feel it, in order to avoid having to speak Norwegian.”

Furthermore, he explains “Since some Norwegians do not speak Good English, even though they still try to communicate in English. The older generation still tries to communicate in English. They do not want their colleague to feel awkward.”

Raju, on the other side, discusses the importance of general knowledge of Norwegian language in career progression: “I do not believe the Norwegian language would be a major impediment to career progression. And if you have to undertake IELTS exam (International English Language Testing System), you must have extensive knowledge of the English language, but your general knowledge of Norwegian as a B2 level would not exclude you from pursuing any profession.”

In addition, Raju believes that the language they use at work does not cause them any trouble because their bosses and colleagues can communicate in both English and Norwegian. However, due to differing pronunciations and dialects, he would need to repeat the dialogue a few times to ensure proper interpretation. Although they can talk, they are unable to grasp common phrases such as jokes as part of their social life at work.

Besides, immigrants with good Norwegian language skills said that their ability to communicate in Norwegian gives them more faith in their everyday interactions. According to some of them, being able to speak and understand the Norwegian language gives them a greater understanding of what is going on and allows them to engage more effectively not just in government offices but also at work. Nepalese immigrants with good Norwegian skills seem to have more acquaintances, and they say that their Norwegian language skills are improving.

Kumar mentions, “While working as a waiter, you get to know many people. They can speak to you if you know the language when they approach you on the way. This enables me to speak more fluently and understand various dialects. Since my guests come from a diverse range of immigrant cultures, including pure Norwegians. This does not happen to my other colleges because they do not understand Norwegian fully, they just know a portion of the language used at work.”

Analyzing Kumar's experience, it is clear that understanding of language tends to bring people emotionally closer together. Knowledge of the language aids in the establishment of effective communication with one another. Chatting with so many people around him gives a feeling of belonging to society. It also contributes to a pleasant working atmosphere. It also contributes to the discovery of new opportunities.

Furthermore, improving one's Norwegian language skills has opened up new opportunities for certain informants. Saru, Kumar, and Chandra, for example, completed a one-year Norwegian language course, allowing them to be admitted to their respective academic courses at Norwegian universities.

Ratna, who came to work as an AU peer, believes that her Norwegian language skills, either directly or implicitly, gave her the confidence to facilitate dialogue and strengthen her friendship with her host family. It also allowed her to learn more about Norwegian society and food culture over time. Similarly, Ghimire believes that her daughter's knowledge of the Norwegian language has made it easier for her to make other friends at the school and to maintain a positive relationship with the teacher, allowing her to spend time in a welcoming atmosphere. Sharma arrived in Norway on a family immigration visa, and her Norwegian language skills helped her secure a permanent career as a nurse in Norway.

4.2.2 Interactive Dimension: Socialization and Cultural Shock

When it comes to socialization in the workplace, most informants emphasize that relationships are not established to the extent they are thought to be. Informants often feel that they do not fit into the work environment and the community. As according to informants, they must deal with a persistent state of panic.

For example, Pankaj discusses that he is “friendly with people at work and with the friend circle,” but that he has not “done anything social with anyone at work, colleagues come and goes on their way.” Although he and his coworkers get along at work, no one ever says anything such as: what are you doing ... how is going on ... or let’s go to the lunch, let’s join with coffee ... He wants to be acquainted with the coworker as well as the community around him, a kind of harmony, a sense of brotherhood he has never experienced.

Adhikari works as a dishwasher in a restaurant. “The last time I worked, I didn’t have any friends at the restaurant,” he says. He and his coworker “do not communicate well with one another. Almost all of the chefs were disrespectful.” He believes that “the workplace environment is the worst in which he has ever worked. Similarly, the owner would not socialize; if a guest made a small remark, he came to the kitchen and harass everyone. So quit my job there in a few months.” He believes that “outside of work, there used to be get-together parties, but they never wanted to invite me, I think I worked at a lower level than anyone else, maybe that’s why they were discriminated against.”

Adhikari stated “One of my Norwegian colleagues, the chef at the restaurant where I work, was friendly. The chef knows Nepali much better than I do Norwegian. This is because Nepalis Portuguese are predominantly working in that restaurant. On the way home from work one night, the chef was riding the subway with me; at the time, some people were yelling loudly during the ride, and when they got up, the friend said that these (in the name of the country) immigrants are causing needless noise, claiming that they do not mean something to anyone when speaking. We are calm and humble,” he said. Norwegians who live in rural areas, on the other hand, enjoy solitary confinement. As a result, when they encounter outsider people, he says they are a little ‘skeptical.’ He said that while they “didn’t know their character and tendency,” they were skeptical that these immigrants would not do anything wrong with them.

Kumar smiles and converses with the people who come to eat at the restaurant where he works, as well as some of his eccentric friends who often invite him to visit and mingle with them.

“Many of them come from immigrant families, and the majority of them are South Asians,” he said. ‘Ethnic similarities and disparities,’ according to Kumar, play a significant role in this. “South Asian society is founded on a community that binds them together,” he explains. That is why he experiences ‘culture shock’. And indeed, the world is different here. Kumar's growing world is still prevalent in his head, influencing who he associates with, so his circle of friends is similarly formed.

Computer engineer and career is also linked to this, where Atul have to work with people from various cultures as well as people from all walks of life in their friend circle. He also has all kinds of people in his friend circle. His presence can also be known by following the scenario on social media. “When I started doing unskilled jobs, all of my peers were Nepalese, and we didn't just hang out on the road or in restaurants.” he adds "Our Nepali emotions are intertwined," he says of the world he has experience. And it is during these festivals that we begin to come together, go home, eat, have fun, and get to know even their close relatives. We used to host a party at each other's homes. Everyone in the family was friendly.” He admits, “I am now close to my Norwegian friends in the field of employment; however, it is confined to restaurants, and they regard it as more significant.” In this regard, he saw that culture has a functional effect in person’s life.

Purna explains, “I have a Norwegian girlfriend,” and so he does have some Norwegian friends who he had met through her. In this respect, he believes that Norwegians are easy to make friends with. But “They are also really reserved in character,” he explains. “Because my cultural environment and my girlfriend's social environment are distinct, there are variations in our way of interpreting a subject matter,” he continues. That is why we are both certain our friendship will not lead to marriage.” So far, he believes that “my family is attached to me and that I like a shared family, but that my partner is unlikely to be so close with the family.” He believes that “Norwegians do not want to share personal and family information,” so he admits, “I do not know things much about her.”

Basanti was pregnant at the time of my interview, and now her baby has already been born for almost two months. She notes that “there is no such thing as a ‘baby shower’ before the birth of a child in Nepal, but it is an important tradition here. I heard about this ritual from my Norwegian friends, and I invited them to the ‘Baby shower’ because I wanted to fit in with the social scene here, but I did not know much about it. I was advised that I should greet the invited guests in my own unique manner, but I was shocked that my friends would have to do that.”

Then she came to know that “guests bring small gifts for the expectant mother, ‘showered’ with gifts.” Basanta is taken aback by this due to cultural differences.

4.2.3 Shift in Confidence level

Some of the informants seemed to be shaken by the transition to another world. Adhikari stresses his confidence in his life in Nepal in the interview. “I was an incredibly optimistic person, very focused, wasn’t an emotionally volatile person before I moved,” he says. He states that when he moved to Norway, his life radically changed. Similarly, Adhikari attributes his lack of confidence to the difficulty he had in seeking jobs. “Yes of course, when you apply for more than 60/70 jobs and did not get a positive response, your morale plummets.” He goes on to state that he feels ‘insignificant’ or ‘invisible’ during his first year in Norway, repeating, “I just felt unnoticeable in the community... When you feel as though you do not matter and do not exist, your self-esteem plummets...” He attributes his loss of faith to a lack of ties to Norwegian society and employers.

Those who came through family reunification were found to play a good role with their spouses to avoid a decline in motivation. For example, Basanti contextualize this context: “When I came through family immigration, I got to know a lot of people through Partner's acquaintance, which made me feel like I wasn't alone here,” she says. She adds, “anything that came in the mail, you know, I had to ask my husband to read it for me, I had to ask someone to help me call the plumber, I had to go to the bank with him to get the bank account... I followed him to the grocery store and, you know, he told me what it was. Any single item. “It was as if the balance had absolutely shifted.” She states, “I feel like the balance between my husband and me has shifted”. And that I am much more reliant on him than I was in my home country.” She continues, “I was working in society, so I had to go to remote regions, deal with everybody and everything, which gave me courage, but now everything has changed.”

Basanti, on the other hand, raised the question of gender inconveniency. According to her view, “the work performed by women, in general, is less physical than that done by men,” she continued to look for work, it was impossible for her to find work. She said “Because the work of dishwashing is very physical, much of the time only men are employed, and as a result, there seems to be a shortage of job openings for women.”

Looking from another perspective, the reality of the other side is that what kind of skills a person has acquired in that place also has a great impact. She went to a large city alone to look for jobs after having difficulties finding work in the first city she lived in, and she said, "I was a little lost in self-confidence in getting to know people in the big city new world and looking for work." It was not as straightforward as she expected because she lacked knowledge of the social atmosphere and language.

People who have dealt with people who have been here before having said that in certain cases they lost interest when moderated by people who were exposed to some new topics, but that generally, everything was fine. Saru clearly said, "It wasn't so much the differences I felt as I was already familiar with a European image so I could easily adapt most familiar habits, as well as having a friend to support me every step of the way when I needed help." Similarly, Atul says, "We had a lot of Nepali friends in the group and even after coming here, some seniors provided encouragement so that we would not be helpless." From the words of these two representative individuals, it can be said that the person who stays with someone else for back support has a lot of guidelines that increase the courage to adapt to the surrounding environment. Meeting new people also increases your chances of getting a job.

Saru's experience is somewhat different; According to her, "I usually have some difficulty in speaking the language, but I understood the tone and became comfortable. As time went on, I adapted to this." She further explains how, in the interview, she expresses a desire to return to nursing. She discusses the routes she has taken to make it a possibility. "One solution is to drive to a hospital that is only one hour distant; Saru, on the other hand, is unsure if she is able to get into the bus after a night travel for one hour in a snowstorm to get home and go to bed." Experiences on working from hot weather to a cold environment, returning home from work at night were really new to her and caused her a lot of discomfort at first.

Their confidence seems to vary depending on the time and atmosphere. Some of the informants have already contacted new people through social media or former colleagues, while others have come through family immigration, in which case their confidence has not dwindled, they said. Some of the informants who came on student visas, on the other hand, characterized the new world as causing them to lose confidence. Some informants reported that they have gained trust since coming here. Another crucial point is how to communicate with others when searching for jobs, which has caused dread among nearly all informants.

In general, confidence is the condition in which a person finds him/herself as he/she joins a new culture, and it is linked to their sense of belonging to the new home. The majority of the informants lacked confidence in their ability to find employment in their profession. However, some of them work in the professional world. The job market in Norway is narrow, based on discussions with many people and the condition of seeking a job in Norway.

4.2.4 Juxtaposition to the dreamed future

Several informants stated that their career paths were significantly hindered by the relocation to Norway. Many of them had successful careers prior to the move but have not found the same level of success in Norway. This discrepancy between informants' expectations of their future careers and the reality they found after moving was difficult for informants who did not find the success they once had or expected. Those who did find a career that matched their imagined future indicate that this can foster a sense of confidence and belonging.

Chandra expresses his disappointment in his ability to make a difference. He has always strived to further improve his academic skills. Before coming to Norway, Chandra wanted to “improve his academic career to the extent that he can earn a good reputation in the university where he taught.” To achieve his dream, he decided to come to Norway and arrived on a "job search visa" to gain experience. He then continued his job search, but he encountered some unexpected obstacles. he says “I never thought that knowing a language other than English would be necessary to come here and play an important role in finding a job.” He continues by saying that “My understanding and experience of my work was different, which would not be helpful as a background for any work here.” Coming here without knowing the social, cultural, and job search environment and not receiving proper guidance upon arrival proved disastrous for my career. He goes on to explain, “I don't think my career dreams will come true one day, and I don't think I will ever be able to work the way I used to here in Norway.” He has accepted the fact that he can no longer play such a role in his future.

The interviewees agreed that the career path changed after the move to Norway. Saru shares of her experience “I think my dissatisfaction was related to how to earn money in Nepal.” She says that “for a few years after moving to Norway, her career did not develop as she expected; she would have felt more secure in her role in Nepal,” in her career. Thinking back to her time as a nurse in Nepal, she says, “My life was also very different, I just feel like my family has

become a bigger priority and focus for me.’’ Several times during the interview, she expressed, ‘‘I regretted wasting so much of my valuable time doing unskilled work alongside my job instead of getting the job I wanted a few months after moving here.’’ She claimed that she was ‘‘mentally weakened by having to wait so long for a job.’’ After a long wait, she expressed her joy at being able to work as a nurse again. However, she still does not believe she can ‘‘practice her profession as a nurse in Norway as freely’’ as she used to in Nepal.

Kumar shares a similar sentiment when he says, ‘‘It’s quite depressing to apply for these unskilled jobs.’’ He mentions how he was close to getting a job as a dishwasher the day before but turned it down ‘‘because the job is really unskilled and ugly.’’ He continues, ‘‘I have no interest in it, so why would I do a job I have little motivation for?’’ However, I had to work hard to cover my daily expenses, so I started working as a waiter. ‘‘This job helped me learn the language,’’ he says, adding that his time in Norway ‘‘felt like a long-term negative direction.’’

Atul, on the other hand, addresses how his career has evolved dramatically since he moved to Norway. He says that he started as a kitchen assistant in an Asian restaurant ‘‘to do a completely different job,’’ and that ‘‘after about two and a half years, the manager fired me because I was a student and not willing to work the way they wanted. I can’t dedicate all my time to them because I also have to focus on my studies.’’ After this incident, he stayed home to see his child and continue his studies. ‘‘A few months later, after I finished my studies, I got the relevant job as a computer engineer,’’ he says. He expresses his feelings ‘‘For an immigrant who came here with few aspirations, this is great news.’’ Atul has found considerable wealth and greater career stability and prosperity in Norway than he had previously in Nepal and India. ‘‘If you take the chances to do what you should do, it doesn’t matter what kind of work you do until you get the right job,’’ he believes.

4.3 Being in the Ambiguity

In this part I have collected narratives describing the perplexing situation in which informants find themselves. Informants face paradoxes such as being overqualified for jobs they are applying for while being underqualified for those that match their skills and education. Similarly, informants understand how they are among a fortunate group of immigrants while also feeling disadvantaged. They are troubled by feelings of shame, believing that they are treated differently than others. Some of the informants explain how their personal circumstances have contributed to their strong advocacy for immigrant rights.

4.3.1 Overqualified but not properly qualified: indeterminate state

Informants shared a feeling of ambiguity as a result of being simultaneously overqualified for the positions they were applying for and not qualified enough to obtain the position. According to research conducted in Norway, a significant portion of the difference in returns to education between non-western immigrants and the majority can be related to the higher occurrence of overqualification among immigrants (Liebig & Huddleston, 2014). For immigrants, the marginal returns to education are lower than for the majority, according to a series of studies (Chiswick, Le, & Miller, 2008; Lindley, 2009). These disparities may be explained by immigrants being more likely to be overqualified for their positions.

As an example, while waiting for her license to work as a nurse, Saru started working as a housekeeper at a hotel and a caregiver at an old age care home. As previously asserted, Saru reveals that on the one hand, the work was way beyond her level of experience, but on the other hand, she “lacked the required qualifications so nothing to do much else.”

Before moving to Norway, Adhikari worked as a consultant and researcher in many renowned NGOs and consultancies in Nepal. He talks about how it was a challenge to be recognized for his skills, “It is a big challenge to establish myself in Norway as my name was known in Nepal because I have to start from scratch where my competitors are already established in this field.” He compares himself to another Nepalese working in the IT sector, saying that they “work in the tech industry in cybersecurity or computer engineering or advertising and marketing, so they can just prove their knowledge in a single test, lots of opportunities, people get to know who they are and they just move on. For his Profession (social science), it is important that...

very rarely find the job and can be appointed, is almost none in my field...that is because to work in the social science field, it is important to have knowledge of the environment... for that language plays a significant role. No one dares to recognize my work experience... till today I have applied for 20/30 jobs but could not get any job.” In this sense, he feels overqualified for the position he has applied for in terms of job experience and educational credentials, but in fact, he is torn between being qualified and not being noticed by others.

On the other hand, he explains his current job at the restaurant and says, “It's not my main and initially started the job and I don't have enough knowledge about the food culture here and in this case, they need to recognize me and know my skills and let me come in and try it out. It may take me a while to understand this food culture, so I'm going to be on the outside for a long time and that was a really big challenge for me.” He seems to believe himself totally underqualified in this area, so he has committed a lot of time to "dishwashing" job which can be performed without much experience.

Basanti had just completed her MPhil in sociology when she arrived in Norway. She explains that she applied for every job she could think of, starting at the university in education, hoping that it would be a ‘better fit’ for her studies if she worked there. She also applied to “data companies for jobs doing archival work and data entry. Ph.D. positions, job as a university librarian, in the university library and national museums, everything.” She mentioned “two emails I ever received telling me I was underqualified for the Ph.D. position and overqualified for some data entry agency. I never received a response to any other application.” Basanti fell between the lines: she was overqualified for most of the jobs she applied for, but under qualified due to a lack of Norwegian language skills and a job position that had nothing to do with her experience and the degree she had earned. Since moving to Norway, she hoped to work in academia, earning a Ph.D., or pursue a professional career. Unfortunately, she was unable to make this happen.

Basanti has been doing cleaning jobs to fund her stay in Norway, but she is unhappy with her current situation. To secure her stay in Norway, she “returned to academia, but at a lower level than her previous academic degree.” Basanti shares, “I look a lot at university websites and jobbnorge.no for research and Ph.D. positions... I just watch and if anything comes up that is comparable to the sociology I have been doing, I look at it and see if it is something that my existing research experiences could be used for. I have not found anything yet.”

Atul, who moved to Norway in his early thirties, had already made a career in IT management in Nepal. He recounts that when he came to Norway, he had difficulty finding work. He “tried all kinds of industries, accounting firms, and of course computer jobs. I would have gone for jobs in grocery stores, hotels, and retail; I was dying for job to make money for living.” In the small town where he and his family live, it was harder to find jobs. Atul was willing to take any job but describes that employer either considered him overqualified or "disqualified" him because they did not recognize his skills and language abilities. He described one interview in which the employer expressed concern that he “would be working with Norwegian clients, particularly the older generation, adding that it would be best if he could speak Norwegian.” He remained at the restaurant for almost three years despite being a strongly skilled candidate. He was finally able to find work in his profession as a software engineer at Huawei company.

Similarly, Pankaj finds himself in a dilemma in the initial stages of his job search. He has applied for a number of jobs but has not received a response anywhere. When he applied for a Ph.D. position, as he says, “When I applied for a Ph.D. position, the professor insisted I work for it... The competing Ph.D. candidate was Norwegian... in such a situation it is certainly an advantage to be Norwegian, as my experience shows... the job was both for the Ph.D. candidate and for me when the position was created and advertised. Where I am eligible for a Ph.D. but not qualified... I'm flabbergasted.”

4.3.2 Self Determination

Many of the informant's express confusion about which particular phrase to use to characterize their status in Norway. The way they describe themselves is determined by their views and understanding of the meanings of the words. The interpretations of these terms depend on the people around them and their perception of their status in Norway. Immigrant, migrant, and foreigner are some words they choose to describe themselves. Based on these factors, some informants' perspectives suggest that there is little consistency in their interpretation of the word and that it causes ambiguity.

Throughout the interview, some of the informants refer to themselves as immigrants, but when asked specifically how they see themselves, they do not find the right word. For example, Purna said, “I don't want to be associated with that term, even though the Norwegian government and the dictionary define me as an 'immigrant'. Since I am a person with a specific goal, I have

to return to my home country when that destination is reached or when my visa expires in the meantime. I don't think the word immigrant should include people in such a precarious situation.’’

Bibika, on the other hand, struggled with the subject, and said, ‘‘I should certainly say foreigner is rather appropriate... Um, immigrant, I suppose I am from an immigrant country and will be here for the rest of my life - sounds like... And maybe I have never thought about that before... I miss my relatives, my culture, and my society...that makes more sense.’’ After a moment, she explains, ‘‘Maybe it's because I believe this is a temporary move. This one has an expiration date. But the door is still wide open, and I think that is why. When I immigrate to a place, it feels like it is my new home, and you can never leave.’’

Bibika later discloses how she and her husband often discuss returning to Nepal, and how she is ‘‘going to give it a try for another two or three years.’’ The idea that she ‘‘cannot do anything about her future probably’’ is an extensive concern for her. She shows her dissatisfaction and explains that she prefers the name ‘foreigner.’ Furthermore, she said, ‘‘Foreigner seems like you live here, maybe it's just for a few years more or less, but eventually you do go home at some point.’’

Raju wants to stay in Norway for the long term and explains how his wife's Norwegian citizenship affects the balance now that he lives with her. ‘‘I am an immigrant because I moved here as part of the family reunification process. And I am also a foreigner, but I am in the process of becoming a Norwegian citizen, so I do not think those words are that important to me because I am going to be a citizen soon.’’

Kumar explains ‘‘I think when you use the term 'immigrant', people take it to mean some kind of 'immigration for a better life.’’ He strongly disagrees with this interpretation of the definition. He believes that ‘‘anyone who comes here from another country is an immigrant,’’ and by that description, he considers himself an immigrant. Yet he finds himself in a ‘‘paradoxical mindset’’ because he does not want to declare himself an immigrant because he is here on a study visa and will surely return even if his stay is extended. ‘‘Immigrants are people who have fled their place of origin and crossed another political border with the intention of becoming residents of this country and spending the rest of their lives there,’’ he says. Since the term ‘‘immigrant’’ has a ‘‘broad sense,’’ he believes it is appropriate to look at its meaning over time.

4.3.3 Perceptual Prejudiced

Informants went on to talk about their own encounters of prejudice in the neighborhood, at work, and during the job-search process. They recognize how perplexing such a situation can be. In this context, Adhikari emphasizes that he was discriminated against at his workplace because of his qualifications. He describes his experience, “The chef mocked me for doing a double master. The chef continues, why should you read too much when you are doing such an unskilled job?” Adhikari says he does not plan to respond because “people who only know what they like to learn and don't value other people's careers are not the right people.”

In addition, Adhikari recounted his experience of being under police suspicion because of his ethnic background. This led to several instances of disrespect and discrimination. “When I came from work by bus at night, the police came near to be thought that I had done something wrong, pretending to spy on the absconding accused, and then I left this place abruptly... I did not want to get involved with them... The administration here seems to be cynical about immigrants... I guess they were skeptical of my presence. Apart from that, I do not know of any other such discriminatory incident that has happened with Nepali immigrants in Norway.”

Adhikari reveals taking use of a friend's insight, Nepali immigrants face challenges not just because of their national origins. “I heard from my friends that some Indian and Turkish restaurants will not pay you to work for a few days in the name of the trial and sometimes even fire you without paying,” he says. Newcomers to the region, especially those from underdeveloped countries, tend to be exploited. There seem to be a lot of students who are intimidated. This is because they have little time to go to court or hire a lawyer and cannot sue even though they have lost employment and the government does not support them because they sometimes do not meet the requirement for economic help, which presents them with logistical and legal obstacles.”

Furthermore, Adhikari shares another experience he had, the work leader's disrespectful habits as a stimulant to the working atmosphere and the worker's mental state: “Due to a lack of storage space, chefs left the less-used dishes in disarray, but I was chastised by the restaurant's owner, who is also the head chef. He was even pleading with the other chefs to threaten me with dismissal if I was made these mistakes... I told him I did not do things that way... due to the head chef's behavior and other reasons, I did not want to keep working because of, but I was obliged to because I did not have a choice. In my outrage at his strange conduct, I settled

down and returned to work. When the workload was intense, I would commit such harassment... and then I quit my job.” He stated his ‘decision to quit’ after about five months of hard work, but he was ‘aware’ that the work contract might be an impediment to his imminent departure so “he made an excuse to quit the job.”

This is how Purna describes his experience: “When I worked for an Indian owner, he often shouted at me because of my belongingness (nationality), so I did not work because of a mutual misunderstanding.” People in less developed countries experience a tendency to be treated with contempt. Furthermore, he explains “In my experience, even though I was doing the right thing, I was pressured into taking extreme risks. I have seen situations where non-Norwegian employers underestimated security threats and put undue pressure on employees to take extreme risks.” Students, in particular, are concerned about losing their jobs because they are less likely to be considered for NAV benefits, so they are expected to serve at any cost.

He also recounts his friends’ experiences: “A friend named Vipul came to an Indian restaurant in a city looking for work. He was treated abusively... At that time, he told the boss that ‘I came to work, please give me a chance to speak’, but the boss continuously scolded him... Because his face resembles that of a man from the Asian continent... If there was another Norwegian or white man in his place, would he behave like that? Certainly not. . . Vipul says that his ways of thinking and behaving have not changed even though he is doing business in a developed country.”

Chandra's perceptive interpretation of prejudice seems to differ from that of others. According to him, “Even though some people aren't aware that they are being discriminated against because they can't properly evaluate their colleagues because of the diversity of their work... you often hear that they're treated differently depending on their profession.”

4.3.4 Perceived Brain Drained

Brain drain is characterized as the relocation of workers to look for better living standards and quality of life, greater wages, access to advanced technologies, and more secure environments in various locations internationally. Furthermore, the term “brain drain” refers to the global outflow of human resources and primarily refers to the migration of highly skilled individuals from developing countries to developed countries (Baptiste, 2014). In layman's terms, this term

is often used in a restricted way and refers directly to the movement of engineers, doctors, scientists, and other highly qualified university-educated professionals, mostly between developed countries.

While brain drain is a problem for rich countries, it has long been seen as a major impediment to growth for poor countries. According to comparative statistics, 20 million highly skilled immigrants (foreign-born workers with higher education) were living in member countries of the Organization for Economic Co-operation and Development (OECD) in 2000, an increase of 70% in ten years. Two-thirds of these highly skilled immigrants came from developed or emerging economies (Docquier, 2014).

Chandra, the teacher, feels the misrepresentation of his abilities as a kind of brain drain. “The main reason for moving here was to advance my career,” he says. “The country investing in me to learn my skills was a waste for the whole country,” he says, referring to his full and honorable professional career in Nepal. “I have come here to take advantage of a job-seeking visa provided by the Norwegian government for teaching jobs,” he reflects. “However, I can't find a job to apply my experience here either.” He currently works as a cleaner, which is not a suitable job for him. This also makes him feel that he is experiencing a serious "brain drain". He goes on to say that “I cannot remember my past knowledge because it is the essence of my career. I am not up to date and my mind eventually becomes shallow.”

Pankaj emphasizes the need to understand the skills shortage as a result of globalization. “It is not a big problem because people with ‘opportunistic mindset’ are always on the move everywhere,” he says. However, he said that not only skilled but also unskilled workers are fleeing from developing countries like Nepal to developed regions, adding that such a situation would be related to ‘fulfillment of basic needs.’ He says the country will have to bring in all the labor it needs from other developed countries, which could lead to ‘economic, intellectual and cultural’ instability in the country. He described his personal experience as follows: “I did my degree in IT Nepal but my skills were not utilized, which is why I am here today where my skills are recognized. Skilled occupations are most in-demand in the world today IT, but the country seems to be facing a brain drain situation as it is unable to employ and properly identify the workforce it produces.”

Based on this study, it can be said that most of the people who came here have combined studies and work experience. In this sense, the Nepal government has already invested in individuals

and when the person leaves the country, the state seems to have suffered a lot due to the brain drain. This impact has not only in the case of Nepal, but also Norway has invested in education, health care for these same people. Although if these people are not able to settle here and resettle anywhere seems to have the same effect on the host country.

4.4 Development of Status and identity

This section discusses how the status, personality and inspiration evolved as described by Informatics. In the creation of a person's personality, the following paragraphs illustrate the importance and status of Vulnerabilities and Rights of Immigrants, Position and Financial Transition, Priority Change, Dignity, and Becoming Patronized. In contrast, informants' attribution of social capital, as well as difficulty finding work that suited their previous experience, has indeed been explored.

4.4.1 Vulnerabilities and Rights of Immigrants

Using a rights-based strategy to address vulnerability rather than a migrant protection platform is one way that this argument has shaped the protection debate. New humanitarianism, an ideology that asserts that individuals have rights that a wide spectrum of duty-bearers must preserve, has promoted this approach in recent years (Zetter, 2014).

Some informants talked about how immigrants could be weakened if they did not have civil rights. Kumar said Udi's behavior during the visa process left him 'distraught and hurt.' Since getting married, he has applied for family reunification for his wife, but the visa process has caused complications for various reasons. The process has not gone well so far. According to Kumar, Udi was made to wait longer than permitted for the second time while his visa was being processed. Adding to this, he says "Udi is ordered by a court process for not progressing with my wife's visa process, however the Visa procedure never proceed till now." The rights-based approach is useful in this case because it allows humanitarian actors to provide assistance and protection to persons eligible for reunification with their family without distinguishing between those whose legal status, and thus their 'eligibility' for protection, is obvious (Zetter, 2014).

Thus, Kumar's wife applied for a student visa with the intention of coming to Norway and getting a skilled worker visa. And more recently, his wife was outraged when the application was not processed even though she had gone through the entire process of applying for a student visa. He recalls experiencing "a Nepali who had a child and yet was thrown out of the country for not earning enough. In that context, it was extremely challenging." Kumar is still waiting for his wife's student visa. His wife is nearing the end of her online course in Nepal. Many of the other classmates who applied together also arrived in Norway in January. But, he claims, "my wife has not yet received a visa under the pretext of Corona." He recalls the explanation for this, "When I applied for family immigration for my wife, UDI denied my application and blacklisted me for five years. To be clear, I had a complaint against Udi, and I feel like the visa officers have prejudiced my wife's student visa without making her a decision." In reference to the sequence of events, he said, "It's because I'm an immigrant that is why my rights are being breached."

Similarly, Adhikari expresses frustration that "I was deprived of the opportunity to bring my wife to Norway because I could not show sufficient bank balance or part-time work as a substitute to guarantee the required balance. I'm very sad, he says, because I've been married for six months now and I have to take leave from my wife to study abroad."

"I have to follow a lot of guidelines to bring my wife, and as I follow those rules, my academic year was almost over, and I will not be able to bring her. I'm afraid that I won't be able to keep my mistress together for several years." This seems to have implications for his goal attainment and well-being. Not only that, but he might also not be able to exercise his right to a "family reunion" with his partner. He would then have to get a visitor's visa, which is also not guaranteed.

In contrast, they expressed cynicism about Udi's involvement in the case of many Nepalese immigrants. If he/she is married before moving to Norway, he/she has the right to bring his/her spouse, even if he/she is under the age of 24. However, after investigating the incident so far, my informants claim that the UDI would end up denying this with another excuse, or that although the application is pending, the tool used to circumvent it has been discovered.

In the case of Basanti, the exercise of rights can be heard to be somewhat different, but identical. "I wanted to move to Oslo because I could not find employment in the city," she said, "but my husband's thesis was still pending. I kept my stay on the population registry

because I was afraid of losing my 'family permit' while being in another city for an extended period of time without my husband.” later on her husband moved to the same city to live with her.

Immigrants should be denied the freedom to fully exercise their citizens' rights to conduct their operations openly, as well as other facts that makes immigrants feel like they are in an open jail in Norway.

Another vulnerability mentioned by the informants is a lack of attention to Norwegian labor laws. As an application developer, Atul works for a corporation that manufactures electronic accessories. Because of the long pandemic situation, Atul argues that “the amount of work and workload performed at home is greater than the work completed at the office.” He continues “This is the moment that I have to work hard for a long time, and I am not in a position to say anything to the leader except when I have to do more than what I have said,” because of the issue that might arise in the visa. Leaving jobs in such a pandemic situation has very little odds of finding another career, and he seems to be pushing to renew both his visa and his long-term stay strategy in the future.

4.4.2 Financial Transition

Day-to-day freedom and access to financial services is another part of financial life and status. Some of the informants are still frustrated with the differences between the way common banking works in Nepal and Norway.

Atul shares his dissatisfaction with the use of debit cards, saying, “At university, you get a little debit card without a photo and without all the numbers, so you have limited access to it, which is why you can't shop online.” The photo is often used as a means of identification; the type of credit/debit card he received was limited to in-store transactions. Ghimire recounts his frustrations when he first opened a bank account in Norway. Mainly because it took months for some of the informants to get a bank account. He explains, “You have to have your own account, plus your salary can't be deposited into your spouse's account.” Both resulted in a delay in getting his money back from his own university. Purna explains, “I need to send some money back to Nepal, but I can't because I haven't had my own account or bank card for a long time.”

Similarly, Adhikari describes how he had to waste a lot of time and suffer a lot in order to open a bank account. When he tried to open a bank account, a bank employee told him, “Your passport is only machine-readable, so our laws require a digital passport for foreigners, so you can't open a bank account.” After a while, he went to another branch and “inquired about the bank account and opened it immediately.” He also said that “the process of opening the account at another bank had to be done by postal service, which took a long time.” Since he could not get the personal number to create a bank ID. However, in his experience, “it is easier to open a bank account and get a SIM card in Nepal than in Norway.”

Saru discusses a generational difference in how couples handle their finances. “In my opinion, Europeans and Americans do not want to share and access with their balance equals to their partner. Also, Norwegians are at the forefront of women's rights and understanding globally. As a result, it is common and required for husband and wife to have different bank accounts. She explains that she and her husband do not feel this way, “My husband and I still support each other, and we also have a child together... He now works in computer science and technology, and I am a nurse...” This is despite the fact that when it comes to her budget, she explains, “Which one of us has gained too much, who has to pay what expenses? We both exchange personal passwords from each other's bank accounts. It is not a challenge for us. And because our parenting cultures are similar, understanding is not a big problem.”

Saru shares her perspective to that of acquaintances, “A couple I met lived in a city and had different bank accounts. One day they got into an argument about saving; the wife works and a balance in the account is enough, but the husband lost his job. As a result, she had to show an equivalent balance and salary when they renewed their visa, but because of this process, the wife became uncooperative at that point, which resulted in her visa being denied and them getting into trouble. And I would have been stressed if I were in her position too.” Nevertheless, she always felt it was necessary to put her family first and foster love and care between spouses. Problems with the functional application of finances and collective identity can be detrimental in some situations.

4.4.3 Priority change

During the interview, several informants expressed an optimistic attitude towards life in Norway, as well as a change in their goals. They discussed the benefits of living in Norway for themselves and their families. They want to settle in Norway because of the good working conditions, the family policies, health benefits, the safety net for cases of disability and unemployment, the free schooling, and the higher standard of living. The majority of informants here seem to be motivated by workers' rights, while a large portion of other informants feels very positive about the priority to the parents given by the government when having children. Due to this reason, several couples encouraged their friends and family to have children here.

Chandra and Bibika consider the advantages and disadvantages of living and working in Norway compared to Nepal. First and foremost, Chandra believes that no other country in the world has such a comprehensive work environment and such a realistic achievement on the subject of "wage and workers' rights" for workers as Norway. He also believes that "it is much better than Nepal and all other countries". Even in the event of a pandemic outbreak like Covid 19 in Norway, he explains, "it's a very good thing that we're able to guarantee wages for all jobs that are covered by state laws." That is what "really motivates" him to be here. "I was so sick I couldn't go to work," he continues, "I didn't have to worry because I didn't have to fight for paid sick time and my pay was covered by NAV." It became comfortable. To this day, he does not have to worry about his hospital bill because "all the costs, except for the small expenses, were free." He explains that there is no such thing as a 'health facility' in Nepal.

However, from the perspective of his career, he said, "Maybe there are more opportunities in Nepal in terms of areas of job opportunities." Moreover, the theme of Chandra's study and work area is society, and the social sector is such that a country like Nepal can only provide a limited amount of focus, so there is a lot of intervention from I / NGOs. Around the same time, international investment is growing which leading to the creation of employment opportunities. "When I was in Nepal, I was teaching in universities and working in the social sector, but now that I am here, it would be difficult for non-Norwegians to find work in these sectors," Chandra says. Therefore, he says, "I have to do cleaning jobs considering my skills and competencies."

Bibika, like Chandra, seems optimistic about management issues in several ways. For example, “If I get sick here, I do not have to panic because I can get sick leave and everything” and “the pay is much higher, so that's a motivating factor for me here.” However, her priorities have shifted since arriving in Norway. Bibika's definition of “social and cultural development of children and teaching-learning processes” differs here. Taking her daughter as an example, who came here after a few years of schooling in Nepal, she said, “It will inevitably affect her studies.” According to her, “the children will not be able to adjust their social and cultural patterns because they will be isolated from their ancestors and close relatives in the future,” she continued, “In our culture, we want our children to be under our influence to perform their duties.” Though personal freedoms are widely adopted in this country, and the laws of the state reflect that. As a result, they are unable to carry out the activities and cultural rituals of their offspring in a regulated manner.

Basanti explains that one of the main reasons she and her husband moved to Norway was to raise a family. “The only thing that would have stopped me from having more money is getting more,” Basanti explains. But I could not because I was laid off because of Corona. Still, I was able to have children. She goes through “waves of leaving home sometimes and missing her culture, lifestyle and the simplicity of work.”

Basanti, on the other hand, sees the transfer as a positive: “We were able to realize our dream of starting a family while having the opportunity to ... a job ... And have the quality of life.” She describes that quality of life as “the slower pace, the greater harmony with the government and that you care... We do not have to worry if we get sick or have an injury... or if we're homeless... or if we lose our job... we know the government will take care of us, so there is a lot of harmony between the government and the dwelling... that we... didn't have in Nepal.”

4.4.4 Dignity

Several informants address the development of their dignity, particularly with regard to their aspirations for the profession. Adhikari, for example, had spent his first year in Norway “working ‘under the table for money’ (illegal payment) from Sri Lankan Norwegian owners and Pakistani Norwegian owners through a friend.” Originally, he only wanted to work to cover the debts incurred when he arrived here, and he still had to provide for his family by keeping a daily expense. Consequently, he was in a difficult position.

So, at first, Adhikari found employment in cleaning but eventually gave up that job because it was too frustrating to work in a precarious atmosphere and alone so far from his training and passion. A few months later, he hired out at a restaurant as a dishwasher, but it remained unclear whether or not he would get enough money to cover his regular expenses, because it was 'call help' (the employer called the worker when he needed him). At the same time, he resumed cleaning after contacting a colleague. But even with these jobs, he was dissatisfied. He explains "If a worker does not have the opportunity to work on activities related to their studies and learning, they cannot find job satisfaction. It does not encourage the individual to keep working."

Adhikari reflects on how his desires have changed over time. "At first it did not bother me because I felt it was good for me not to be in research and advanced practice, but then I realized, no, I'm not... I feel like I have wasted my time. I wasted my time by not using my educational experience, which disappointed me a lot." He continued, "I wasn't making enough money to meet my needs, and I wasn't even using my brain the way I needed to." Adhikari had intended to end his employment and was looking for a new job related to his career at the time of the interview. But he was 'still not sure' he could find employment in his field. He told me that he had started working in a restaurant again when I saw him shortly after the interview.

As mentioned earlier, Chandra faced a challenge and felt that he wanted to make a difference. He worked as a lecturer in campus (university) in Nepal. "I really wanted to figure out how to support schools," he says. He took the job he has now, since moving here because it was a "compulsion for him to keep staying in Norway." He notes, "I did not have any other offers, which is what I really wanted, so I came here."

He continues, "This is the first time I've had to work in a workplace where people work alone most of the time at night or during the day," he says of the 'cleaning industry,' although he has never worked as a cleaner."

He argues, "I don't know why I came, because I can't find a job in my field because I don't know the Norwegian language to understand and look for a job, and I have little time to do everything. Instead, I am forced to do something I have never done before or dreamed of doing, and it's made my life worthless." He claims, however, that he "derives some satisfaction" from his work because he has "earned enough money to live on," something he can "never, ever expect to do in Nepal."

This section discusses how the informants described the evolution of their status, personality, and beliefs as a result of their transition to Norway. One way the informants have lost status is that they do not have residency in their new home. As a result, informants continue to be inferior to native Norwegians, placing them and their spouses under pressure to stay employed in order to stay in the region. Furthermore, informants attributed a loss in rank to a decline in social capital, as well as difficulties seeking jobs that matched their previous experience. As a result of this transition in rank, some informants' beliefs and goals have changed. Finally, informants discussed how their identities had changed as a result of their immigration. Many of the informants said they felt more “Nepalese” while some said they had lost any sense of belonging to a certain country or society.

CHAPTER 5: RESEARCH ANALYSIS AND DISCUSSION

5. Research Analysis and Discussion

The examination of the empirical data from the previous chapter is presented in this chapter. The twelve in-depth interviews provided the empirical data. Nilsen (2005) says “The link between empirical evidence and theory is an indispensable prerequisite for the analytical process.” In this chapter, I will discuss the findings of my study based on the theoretical framework and related theories on relevant issues.

As with the results section, the data are divided into four subsections, each organized in a similar manner. Since then, I have done my best to examine the data, relate the results to existing theories, and simultaneously find answers to the research questions.

However, because the integration variables are significantly interrelated, certain topics are treated in the context of theoretical frameworks and therefore appear in a different order. The first section illustrates how employment can be both a facilitator and a barrier to integration according to informants.

The following section shows how informants relate integration factors such as language and social contacts to their success in integrating in Norway. The third part looks at the facilitating and hindering variables mentioned by the informants. The last part focuses on identity and status, especially in relation to the informants' integration into working life.

5.1 Employment is a significant measure of integration.

Employment paves the path as well as a tool of integration. The labor market is one of the essential entities, and access to work is a significant indicator of immigrant integration (OECD, 2015). I looked at the structural dimensions of integration using employment as a steppingstone. Building one's social capital is gaining access to positions of authority in the host society's fundamental institutions (Heckmann & Bosswick, 2006). When determining how "integrated" a person is, employment levels are frequently cited as a key factor. The authors Ager and Strang (2008) state that, the work has been linked to economic independence, social integration, language learning, and increased self-esteem for immigrants.

At the time this study was conducted, significant participants were already in the employment. This shows that immigrants from Nepal have found a position in the Norwegian labor market. Meanwhile, this study explored the challenges faced by a group of Nepali immigrants in integrating into the search for employment in Norway. Few of them have secured managerial positions, which highlights the precarious position of Nepali immigrants in the labor market. The immigrants' family and social ties seem to facilitate their ability to find work and integrate into this Norwegian Society.

Many informants, according to my research findings, have been working in precarious jobs for some time. The type of work an immigrant does also gives a picture of the immigrant's position in the labor market (OECD, 2015). Many informants said that despite their best efforts to obtain a full-time job that matched their past work experience, they had not been successful, particularly in the early years when they were new to the Norwegian job market. After obtaining a skilled permanent employment contract, many informants choose to stay in Norway. According to SSB statistics (SSB, 2021) on the Norwegian immigrant workforce, immigrants from Nepal who have resided in Norway for a long period are more likely to hold a full-time job (SSB, 2021). However, people who are unable to find jobs they enjoy or integrate successfully in Norway may opt to return to their home country.

Precarious jobs prevent immigrants from planning for the future, feeling stable, or having a sense of belonging (Ager & Strang, 2008; Bloch, 1999). Individual lives can be significantly impacted by the presence or absence of work integration. According to the research on temporary employment in Norway, immigrants are more likely than natives to stay in temporary jobs for a longer period of time before moving to full-time contractual employment. These jobs often do not guarantee the job protection that contractual jobs offer (Friberg, 2016). Short-term contractual or substitute employment was interlinked with feelings of insecurity by the informants in my study. For example, they do not know which days of the week they will work or whether they will have a job next week or next month.

The extent to which an immigrant's human capital is recognized in their host nation is another element in their employment integration (Sarah Spencer & Charsley, 2016). Recent immigrants encounter a number of challenges, including the non-recognition of their prior job experience and qualifications (Houle & Yssaad, 2010). The interviewees in this study had a varied bag of experiences when it came to getting their qualifications accepted. While some immigrants lacked the education necessary to compete in the professional sectors of the Norwegian labor

market, some who did have a degree found that it was incompatible with the requirements of the Norwegian labor market. This is true even for those who did have a degree. As a result, even though many of the Nepalese immigrants hold advanced degrees, the majority of them are employed as manual laborers outside of their fields of expertise.

Some of them, on the other hand, have raised their educational and competency levels by enrolling in bridge courses in Norway and meeting the requirements of the Norwegian job market. Additionally, in an effort to enter the labor market sooner, they have shifted their academic focus to match market needs. According to the informants and research, certain businesses demand much more accreditation or authorization than others (Zietsma & Lawrence, 2010). Saru narrated the year and a half procedure she went through to become a nurse. Given the shortage of nurses in Norway, it is detrimental to society when individuals with appropriate qualifications are involved in a multi-year struggle to obtain certification (Nav, 2021). In Chandra's case, the decision not to recognize his previous experience of teaching sociology and economics as qualifications to teach in secondary schools forced him to abandon his ambition to become a teacher in Norway. The experiences of these respondents show that non-recognition of qualifications was a barrier to their professional integration.

Overall, possessing a degree that is in demand in the Norwegian labor market might be a facilitating factor for economic integration, whereas immigrants who lack a comparable degree are restricted to limited employment options, including in the manual labor industry. Intriguingly, despite the fact that their professions have nothing to do with their educational background, they appear to be happy with them owing to the decent wages.

Meanwhile, the majority of informants talked about a time when they were unemployed or working in jobs for which they were grossly underqualified. Recent immigrants with university degrees are more likely to experience this mismatch between their education and job (Gilmore, 2009). According to informants, not being recognized for one's abilities and credentials, as well as not having the necessary language skills, were the biggest obstacles to finding job that was suitable for one's background and education. As a result, informants were placed in positions for which they were grossly underqualified. Others talked of being unemployed or working part time while they wanted full time work.

Underemployment and unemployment are associated with feelings of humiliation, embarrassment and diminished self-confidence, according to informants. Creed and Macintyre

(2001) study of *‘The relative effects of deprivation of the latent and manifest benefits of employment on the well-being of unemployed people (2001)’* found that unemployment has significant psychological consequences for individuals and their families, demonstrating a link between work and psychological well-being that is consistent with current findings (Creed & Macintyre, 2001).

Furthermore, studies have shown that work improves outlook, but unemployment increases sadness and decreases self-esteem (Tiggemann & Winefield, 1984). Similarly, research has shown that underemployment is detrimental to workers' health and well-being, but this varies by type of work (Friedland & Price, 2003). Despite the fact that she did not use her degree, Saru is satisfied with her job as a housekeeper in a hotel, which is consistent with her narrative expressing dissatisfaction with her job as a nursing assistant in a nursing home.

Informants also remarked on the issue of vulnerability of foreign workers in the Norwegian workplace. The interviewees had a wide range of opinions on the types of workplaces they worked in. Several respondents stated that working in Norway had been a pleasant experience and pointed to the strict Norwegian work regulations as protection against exploitation.

Other informants, however, spoke of their bad experiences. Those who worked in low-skilled occupations, particularly those with a high proportion of immigrants, reported lower compliance with Norwegian work regulations.

Although there are few studies on the vulnerability of migrant workers in Norway, the agricultural sector has shown a discrepancy between work regulations and actual working conditions (Rye & Andrzejewska, 2010).

Regardless of an immigrant's legal status, employers seem to favor those who will stay in the country longer. In addition, immigrants on short-term visas had a harder time finding work than immigrants on longer-term visas, as refugees are more likely to have a long-term work commitment. Informants with family reunification visas also had a better work record, as their visa status did not limit job availability. Students, on the other hand, are only in the country for a limited time and can only work 20 hours per week under a temporary contract. Women who had never worked outside the home or earned money in their home countries indicated that working in Norway had given them more financial freedom.

5.2 Belonging and Integration: The Role of Social Connections

As discussed by Ager and Strang (2008), as well as Spenser and Charsley (2016), social connection and variables such as language and cultural understanding are significant to immigrants' success in adapting to their new environment. Bosswick and Heckmann (2006) define integration as “the acceptance and participation of immigrants in the primary connections and social networks of the host society.” Similarly, according to Ager and Strang *Understanding Integration: A Conceptual Framework* (2008), a feeling of belonging is expressed in familial ties, devoted friendships, respect for others, and a commitment to common ideals. Similarly, those interviewees who were married to a Norwegian or had a greater number of Norwegian acquaintances or family members looked more integrated into Norwegian culture. Apart from that, these immigrants' close ties to Norwegians facilitated their social integration.

My Informants discussed extensively about these factors, including how they hindered their ability to find work and how they promoted it, as well as how they increased their professional happiness in their current job. Ager and Strang (2008) found that many of their informants who felt they belonged to a community had strong social connections. For the informants, belonging included relationships with family and friends, as well as respect for the values of others on a social scale. Some of my informants indicated that they have established friends with other Nepalese immigrants. People's primary group interactions, such as friendship, relationships, marriage, networks, and emotional links with the locals, serves as operationalization and indicators of vigorous integration (Koramaz, 2014). It is evident that a person's social ties are determined by where and with whom they spend time (Cassiers & Kesteloot, 2012). A person engages with people who live nearby (Søholt & Lynnebakke, 2015), in their area or where they reside, and tries to build social connections that eventually lead to individual integration (Koramaz, 2014).

Ethnically diverse neighborhoods are thought to promote social harmony and interaction among residents of different ethnic backgrounds. As a result, for there to be social cohesiveness, there must be a diverse neighborhood (Brown, 2013; Phillips, 2006). When compared to this, social cohesiveness refers to the "glue" that binds different members of society together (Søholt & Lynnebakke, 2015). Most of my informants lived among Norwegians, yet more than half of them had no connections to the people around them. They were very pessimistic about their encounters with their Norwegian neighbors during the

socialization process. However, they feel guilty or ashamed of their lack of connection to Norwegians.

Similarly, when it came to friendship, the findings from this study revealed that the majority of interviewees did not know any Norwegians. The vast majority of respondents stated that their circle of close friends consists almost exclusively of people from their own country. The community of Nepalese immigrants appears to be extremely connected and active. Nepalese immigrants who have settled in the cities tend to belong to these organizations. Although many historians believed that the cultural gap between native-born citizens and newcomers was an essential factor in the emergence of immigrant organizations (Breton, 1964). Furthermore, it's clear that family and social ties had a big role in helping all informants and participants get jobs in Norway. However, according to Heckmann and Bosswick (2006), immigrants' social and cultural capital may be harmed if they are restricted to competing in the core institutions of the immigrant nation because they are isolated inside their ethnic cluster. Additionally, these networks may help Nepalese immigrants connect socially, but they do not help them connect with multi-ethnic society of immigrants who are not Nepalese and native-born Norwegians. They are a mixed bag. As a result, these affiliations have a little impact on the social integration of informants in Norwegian society. There were more socially linked informants among individuals who had studied in Norwegian academic institutions or who shared an apartment with locals or had a familial connection to Norwegians. Although they have a larger circle of non-Norwegians, they also have some close friends that are Norwegian.

A lack of Norwegian language skills also made immigrants stand out in a group where the majority spoke and understood Norwegian. Most immigrants feel alienated in their own schools or workplaces since their classmates and coworkers mainly speak in Norwegian, which they cannot comprehend unless someone translates it into English. It appears apparent and has been shown in previous study. Sollund (2001) demonstrated the importance of host language in immigrant integration. The research concluded that immigrants who failed to acquire Norwegian ended up doing lowly occupations and were unable to establish new social ties (Hagelund, 2003). Similarly, a lack of Norwegian language skills has driven immigrants out of many social activities, such as employment opportunities.

Cassiers and Kesteloot (2012) observation that local social networks and relationships between neighbors enhance integration at the micro level is consistent with this finding. The inability of immigrants to build strong ties with their Norwegian neighbors, on the other hand, can be

seen as an obstacle to their social integration. Many of the informants would like to make more Norwegian friends but found it difficult to integrate into Norwegian social circles. Some said the problem was due to their inability or unwillingness to speak Norwegian well. The informants are still fighting this battle, which contributes to their feeling of not being completely integrated in Norway.

This is in accordance with the findings of a research on the relationship between linguistic ability and social integration. Language, without a doubt, is a tool for facilitating knowledge acquisition and transmission through social contact in one's environment (Kaushik, Walsh, & Haefele, 2016). Further research found that building social networks necessitates having cultural knowledge and having access to opportunities to communicate with others who speak native language (Derwing & Waugh, 2012).

Language and cultural knowledge dynamics cause social isolation in companies, according to the informants in my study, especially those with a majority of Norwegian workers. Immigrants' capacity to form social networks is hampered by factors such as language proficiency and cultural familiarity, which may also serve as a roadblock to finding work (Ager & Strang, 2008). Because the respondents' Norwegian language skills varied, the influence of this effector was felt differently by them all.

Several informants expressed their belief that knowledge of the Norwegian language is essential in order to obtain a job in their chosen sector. In line with Canadian research, which found that educated immigrants' ability to find work is enhanced by their ability to communicate in their native tongue (Adamuti-Trache & Sweet, 2005). Four of the informants, on the other hand, were able to get around this problem by stating that they had found job where the language of communication was English. Even yet, some of them are nonetheless socially isolated at work. Even though some of the informants are fluent in Norwegian to an intermediate degree, they describe how language is still a hindrance while performing job duties.

I utilized Norwegian language competency to assess Nepalese immigrants' social integration. Language is a basic skill that permits or hinders a person's contact with the host community. It is the key to understanding and sharing thoughts and feelings. It is the main instrument for immigrants to develop social networks, acquire resources, and engage in the host society's basic institutions. Thus, lack of dominant language competency limits economic, social, and political

prospects (Dustmann & Fabbri, 2003; Shields & Price, 2002). Norway's official language is Norwegian. Thus, improved Norwegian language competency facilitates communication between immigrants and Norway's fundamental institutions. The Norwegian language is also used to communicate with non-Norwegians who speak other languages. Moreover, all Nepalese immigrants in this study agreed that their Norwegian language abilities affected both their job and social lives. Positive impressions were shared by those who had spent more time in Norway and spoke Norwegian fluently. Having good Norwegian language skills helped them expand their social network. It also provided them the courage to mingle with non-Norwegians and Norwegians informally at shopping malls and parks. Strong Norwegian language abilities helped them to communicate clearly with others since both sides understood each other well. Apparently, learning Norwegian has opened new doors for Nepalese immigrants, from university studies to permanent work in Norway.

For this reason, being fluent in Norwegian is a prerequisite for integrating into Norwegian culture (Ager & Strang, 2008; Kaushik et al., 2016). Even yet, it doesn't necessarily instill a feeling of pride in being part of the state. Unquestionably, cultural integration symbolizes a deeper integration of immigrants, but it alone cannot lead to the formation of a cohesive society, since competence in the host language is insufficient to produce a sense of belonging to a nation. There must be social ties established between immigrants and host population in order to build an attachment and understanding of each other's cultures (Laurentsyeve & Venturini, 2017). Or to put it another way, as mentioned in Heckmann and his coworkers' conceptual framework (Heckmann & Schnapper, 2003); integration's cultural and interactive dimensions are closely linked to immigrants' sense of belonging in society, and thus all dimensions should be studied jointly.

5.3 Intertwining and entanglement

Migrant workers may be overqualified, but language difficulties and lack of recognition of their qualifications may make it difficult for them to find employment. Larsen, Rogne, and Birkelund (2018) points out immigrant workers are more likely to be overqualified than natives for their jobs in the *'Perfect for the Job? Overqualification of Immigrants and their Descendants in the Norwegian Labor Market'* paper. When asked why they felt underqualified, informants stated that it was due to a lack of language skills and that their previous education

or work experience was not recognized. This was a double-edged sword, as they were underqualified because of their years of experience and degrees that theoretically qualified them for more specialized jobs. For example, Atul, a computer specialist (IT) with more than five years of experience, had difficulty getting a job in his industry because he did not speak Norwegian and had no social contacts to learn of job openings. On the other hand, when he applied for a job as a dishwasher in a nearby restaurant, he had little luck as his qualifications were classified as 'overqualified' or 'not properly qualified'.

Moreover, informants spoke of feeling caught between the fronts of Norwegian immigration policy, especially when it is difficult to find a job. Trying to obtain a PhD, for example, was challenging for Pankaj. At some point, he discovered that the authorities invite at least one person from an immigrant background for interview, but this policy did not work for Nepali immigrants like him and he was frustrated about it. Pankaj considers this policy, which aims to promote “diverse views” and give opportunity to minority groups in Norway (personalhåndbok, 2019). Although he is aware of his advantages as an immigrant, he believes that they will prevent him from getting the kind of job he wants because of his immigration status.

Additionally, Pankaj speculated that he did not receive calls for his PHD application because his competitor was Norwegian. His Norwegian competitor has obvious advantages in situations like this. Pankaj later got a job in the same department because of his impressive academic performance. This is in line with the results of a Norwegian study that showed that employers discriminated against applicants with the same credentials but differing last names (Birkelund, Rogstad, Heggebø, Aspøy, & Bjelland, 2014). Another example to demonstrate this is the fact that people from less developed countries are often looked down upon and dismissed. Hardoy and Schøne (2014) found that a large portion of the difference in returns to education between non-western immigrants and the majority can be traced to a higher incidence of overqualification among immigrants.

The interviewees in this study were perplexed as to whether or not they should be considered immigrants. Informants are perplexed as to which term best describes their current situation in Norway. The words people choose to describe themselves reflect their worldviews and how they interpret the meanings of the terms. Due to these circumstances, people use terms like immigrant, migrant, and foreigner to describe themselves; nevertheless, some informants' views indicate that their meaning of the word is inconsistent, and that this creates ambiguity.

Some interviewees object to the term's usage because they are unsure if they want to stay in Norway or because they fear the certainty of their decision. Consider the case of Purna, who refers to himself as an immigrant but cannot find the appropriate phrase when pressed further. He had certain objectives, and now that he has achieved them, he must return to his home. Despite the fact that he is categorized as a “immigrant” by both the Norwegian government and the dictionary. Last but not least, some of my interviewees consider themselves to be recent immigrants and insist the label applies to them even though others suggest it does not.

The informants in this research described Brain Drain as a misrepresentation of their skills. In light of the findings of this study, all of the people interviewed for this project had a mix of education and job experience. In my research, I found evidence that their qualifications and expertise are not acknowledged or that they are not doing the appropriate job. Thus, most of the informants have not been able to find work that matches their skills and qualifications, squandering the nations' time and money spent on human capital development.

Human capital misrepresentation is an issue that countries must address. Not only has this had an effect on Nepal, but also on Norway, which has made investments in the same people's education and health care. The host nation suffers the same consequences if these individuals are unable to settle here or elsewhere.

Human capital flight has been described to as a "brain gain" for countries receiving it, while it has been referred to as a “brain drain” for countries exporting it (Baptiste, 2014). Immigration of foreign-trained professionals into professions with a surplus of graduates may exacerbate the underemployment of domestic graduates (Birrell & Healy, 2016), whereas emigration from a region where there is a surplus of graduates leads to improved prospects for those who remain. Emigration, on the other hand, will exacerbate problems in regions or professions where there aren't enough graduates.

Several informants reported being in occupations such as cleaning and housekeeping, which are disproportionately held by immigrants like them. For this reason, they do not have first-hand knowledge of local prejudices. Some of the immigrants, on the other hand, were convinced that they were being discriminated against in the workplace because of their personal experiences.

It is widely recognized that racism and discrimination in immigrant integration can take many forms. Scholars Midtbøen and Rogstad (2012) and Entzinger and Biezeveld (2011) agree that

the most obvious form of discrimination against immigrants is violence and the decision to deny them a job because of their origin (Entzinger & Biezeveld, 2011). However, the Equality and Anti-Discrimination Act prohibits discrimination on the basis of ethnicity, national origin, ancestry, color, language, religion, or belief in all areas of society except in family and personal relationships (Culture, 2021; Whitepaper, 2013).

However, in the absence of overt acts of racism or discrimination, most of the Nepalese immigrants interviewed in my study could not attribute their experiences as such. According to Entzinger & Biezeveld (2011), there are also many more subtle forms of discrimination that cannot always be proven in specific cases. The prejudices experienced by Achyut and other immigrants in the Norwegian labor market include unequal distribution of labor, an unfriendly working environment, and preference for certain nationalities.

Some of the informants had comparable experiences of unfriendliness. When the majority of employees belong to one nationality, they unite against the minority, which has a negative effect on the work environment. This was their main argument. Nepalese immigrants are a minority in Norway, so they are often affected by a hostile work environment. For similar reasons, the majority of respondents in this study felt that they were not as popular as Norwegians, Europeans, or people from East Asia.

Even in Norway, refugees and people from non-Western countries were seen as less desirable than Swedes or Eastern Europeans and were often the last to be hired in the Norwegian labour market (Friberg & Midtbøen, 2017). These “hindering the integration process of immigrants in the labour market” covert forms of discrimination undoubtedly affect immigrants' employment opportunities (Entzinger & Biezeveld, 2011).

Discrimination against unskilled and manual laborers was particularly pronounced, according to informants. Professional and higher-skilled immigrants did not deny the prejudice but explained that it also depended on the person's perspective. However, previous studies conducted in the Netherlands and Sweden have shown that immigrants with higher professional skills are less likely to be discriminated against than low-skilled immigrants (Bovenkerk, Grass, & Ramsoedh, 2011).

Immigrants from Nepal make a significant contribution to the Norwegian labor market. Since they do not speak the Norwegian language and do not have a background that meets the requirements of the Norwegian labor market, they have few job options and are therefore

mostly confined to physical labor. Contrary to popular belief, fluency in Norwegian and a relevant degree make it easier for immigrants to integrate into Norwegian society, both economically and structurally. Moreover, a young Nepali immigrant with marketable skills and education, as well as the ability to stay in Norway for a longer period of time, seems to have a higher chance of finding work in Norway. Immigrants from Nepal have faced a hidden type of discrimination in the workplace that has hindered their efforts to integrate economically.

5.4 Social Status and Identities

Identity is one of the areas of integration identified by Sarah Spencer & Charsley (2016). With regards to integration, identification is defined as: “the process that makes it possible for people of all ethnicities or cultural backgrounds to identify with the place and people in which they are living” (Spencer, 2011). In this equation, a person's economic and social standing are important variables to consider.

The limited economic mobility of immigrants is mostly due to their inability to work in their previous occupations after they have arrived in Norway. In the event that someone's economic situation deteriorates, their quality of life and social status deteriorate as well (Gans, 2009). Certain individuals have expressed emotions of hopelessness and despair as a result of this transformation (Nicklett & Burgard, 2009). Some immigrants may feel degraded as a consequence of their status as immigrants, which is understandable (Remennick, 1999). The fact that immigrants often find it difficult to integrate into their host communities is comprehensible as a consequence of this situation. When asked about their struggles to create a personal cultural identity, informants in this research talked about their social status declining. In addition, many informants discussed the lack of rights they had encountered as a result of residing in Norway without valid residence card (when visa processing took longer), as well as their personal vulnerabilities.

When asked if they were facing a reckoning, many informants indicated that this was the case because their goals and hopes for the future did not match the reality they were experiencing on the ground. Some of the interviewees talked about their previous careers and the challenges they faced after arriving in Norway. Most of the informants were disappointed as they had hoped to find a job that matched their values or made a difference. It is very rare that informants who previously associated their career success with their identity suddenly feel less secure.

Despite the fact that many of the informants claimed to have reached a point where their income and quality of life had surpassed what they had in Nepal or were on course to do so in the future, my research showed that they had not done so. It was difficult for many of the participants to adapt to their new roles. When asked about instances in which they were unable to fulfill their basic needs due to a lack of funds, several respondents shared their stories. Others expressed their frustration at not being able to provide as much for their families as they would have liked to do. In addition, respondents expressed a sense that their identities in Norway did not correspond to their socioeconomic circumstances.

Even if they hadn't previously recognized this identity, most informants who moved to Norway said they felt more “Nepalese” after making the move. Immigrants deal with their host culture's differences in a variety of ways. This cultural mismatch may cause immigrants to identify more with their own group rather than trying to fit in with their new environment. When individuals connect with their origins, their self-esteem soars, an indication of overall psychological well-being (Nesdale & Mak, 2003). Then then, this isn't always true. Despite residing in Norway for nearly a decade, some of my informants said they never felt fully integrated.

During the interview, informants discussed their rights and legal status in Norway and how it affects their everyday lives. Most interviewees arrived in Norway on a student and family immigration visa and stayed for an extended period of time. They discussed their present predicament and the challenges they were encountering in dealing with bureaucracy. The informants claimed they had to wait a long time before their paperwork was finished and had no rights or access to get help from NAV. Because of the bureaucratic hurdles they had to overcome in order to have their work skills acknowledged, they had a hard time finding occupations that they were happy with (Kalleberg, 2009). When one of the informants spoke about being paid in illegal money from his work, such during a corona lockdown, he said he couldn't seek help from NAV because of his student status. Others said they couldn't receive the medical care they needed before gaining legal status. Due to the lack of legal safeguards, it may be difficult for newcomers to integrate (Spencer & Charsley, 2016).

CHAPTER 6: CONCLUSION

6. Conclusion

This study examined how well immigrants from Nepal integrated into Norwegian society after a few years. Employment is seen by both policy experts and immigrants as an important component of successful integration, as it provides a source of money and a way to move up the economic scale. In addition, work is important for taking on important social roles, learning a new language, and socializing with people from different cultural backgrounds (Ager & Strang, 2004).

Informants talked about a wide range of things that helped or hindered their integration, such as work, education, language, cultural knowledge, social connections, etc. Nepali immigrants were found to be working in large numbers, but in low-skilled and low-paid jobs. Only a small number of Nepali immigrants with the required academic credentials, skills and vocational training were able to find better jobs. Those who were employed in menial jobs despite being overqualified seemed satisfied with their pay. Strong support in finding work came from social connections within the Norwegian-Nepali community and from friends. The integration factors of Ager and Strang (2008) and the effectors of integration discovered by Spenser and Charsley (2016) are quite similar to these factors.

Through this study, I have gained insights into how the social and economic status of Nepali immigrants affects their income and quality of life. The information gained from my study and analysis of the current literature has led me to believe that the difficulties faced by immigrants in the early years of their lives are the same for all, regardless of their ethnicity (Breton, 1964; Fermin, 2005; Heckmann & Bosswick, 2006; OECD, 2017; Sobolewska et al., 2017). Except for a few issues, the integration policy seems to have facilitated the structural integration of the Nepalese community as most of them had employment. Structure and policy hindered the recognition of these informants' previous qualifications, according to my findings. Informants eventually found jobs they liked and felt integrated into Norwegian society, according to the findings.

This study has examined the relationships between these immigration effectors and how they affect informants' self-esteem and sense of belonging. Similar to Spenser and Charsley's (2016) discovery of the interconnectedness of integration factors, I found that these effects have an impact on informants' immigration and their integration process.

In addition, I examined how immigration affects informants' identities. Informants report stronger social ties within their own group of ethnic people, but also with a few other immigrants. In other words, lack of language skills can make integration into society more difficult. Still, they seem to have learned to cope with it. The values of those informants who wanted to stay longer in Norway have also changed. Norwegian language skills are a priority for many who want to stay in Norway. Therefore, they work hard to improve them to meet the needs of the Norwegian workforce. They said that they feel very connected to the country, its environment and its political structure. However, they have little influence on the native population. Nevertheless, unlike the host society, they do not see themselves as part of Norwegian culture.

Due to the opportunities that Norway offers, Nepalese immigrants choose to reside in Norway despite the difficulties they have encountered during their integration process. Cultural diversity was seen as an advantage for immigrants, despite their initial reluctance to embrace the new environment. A good example of this is the existence of Nepali community groups in almost every major city where Nepalese immigrants have settled. This shows that they were looking for ways to maintain an active and comfortable social life in Norway. However, the contribution of these associations to the integration of Nepali immigrants into the host population is insignificant.

In conclusion, the proportion of Nepalese in Norway is lower than that of other immigrant groups, so the Norwegian government seems to have little interest in researching this population. Moreover, recognized social scientists have not conducted any research on this small group. It has only been noted that Nepalese students have come for academic purposes. Global publication does not seem possible due to this work, which has its own limitations. For this reason, I believe that my work can help formulate an accurate perspective on Nepali employment in Norway and its impact on the lives of the Nepali community at the policy level. Future research will be able to fill in the gaps that this thesis does not. An in-depth study of Nepali immigration will help shed light on cultural and religious differences with the native population and other ethnic groups. It would also be useful to examine the short- and long-term consequences of the current Corona epidemic for Nepali immigrants.

7. References

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APPENDIX

INTERVIEW GUIDELINE

Demographic questions:

1. Birth year and place:
2. Relationship status:
 - a. Single (includes divorced/widowed- indicate if that is the case)
 - b. Partner (not co-resident)
 - c. Partner (co-resident: Nepalese or whom?)
 - d. Married (Nepalese or whom?)
3. Presence of family members in same city/Norway:
 - a. Siblings, b. Parents, c. Children
4. Level of education obtained
5. When did you arrive in Norway?

Background:

- Where are you from? What did your parents do for work?
- Did you belong to specific groups, now or prior to your move to Norway?
 - Ethnicity
 - Religion
- What is your profession?
- Where and what did you study?
- Describe your life status and satisfaction before you moved to Norway.
- What brought you to Norway? (Family, love, work, travel, etc.)

Expectations, Motivation, First Impression?

- Why did you decide to come to Norway to work?
 - Did you know much about Norway before you came, i.e., know someone who had been here before?
 - How was your job situation in your home country?
 - How were your career possibilities in your home country?
- How would you describe your first year in Norway in general terms?

- Did you encounter problems with bureaucracy: dealing with official problems getting a bank account, visa problems, registration challenges, etc.
- How was your social adjustment? When did you start making friends?
- Were there any significant changes in your well-being in the time you have been here? Can you attribute them to anything in particular?
- How would you describe your experiences socializing with Norwegians?
 - How close/distant do you feel culturally to Norwegians?

Social Connections and Language:

- Do you speak Norwegian? Do you know what level?
- When did you start learning the language?
- Do you use your language skills at work?
- Do you have Norwegian friends? If so, do you communicate in English, Norwegian or a mix?
- Who do you communicate with at work? How would you describe the quality of communication with your co-workers, socially and language wise?
- Do you associate with other from your home country?
 - What does it mean to you to meet others from you home country?

Work:

- What was your experience of trying to find work like?
 - Was it difficult to find a job? If so, what was the emotional effect of those challenges?
 - How did you find the first job?
 - Did you have a contract?
 - Did you experience any problems having your education or previous work experience accepted as qualifications in Norway?
 - Are you still working at that job? – if not: What do you do now?
 - How did you find that job?
 - How is your work environment? Do you feel empowered to talk openly about issues at work?
 - Is the leader a Norwegian?
 - Do you meet colleagues for social and informal gatherings off working hours? Facilitators, barriers etc.

- If you suspect that one of your colleagues has committed a criminal offense which harms the company/institution in which you work, do you think that you would tell your leader/someone at work about your suspicions?
- Do you think your background sets you up to be mistreated?
- Do you know of Nepalese who have been mistreated in job related issues?
- Do you think that you can use your best skills and competence in the work?
- Do you feel respected in Norwegian society? At work? Or, treated differently than other employees?
- Are Nepalese (migrant) workers free to resign from their position without penalty prior to the end of their contract?
 - If no, what are the penalties they face? Who pays for migrant workers' return travel if they quit before their contract expires?
 - What is the required notice period for terminating a contract?
- Are there any restrictions on migrant workers' freedom of movement in the workplace during working hours? If yes, what are these restrictions? Are they reasonable?
 - Do security personnel ever restrict workers' freedom of movement in the workplace for reasons other than workplace security?
 - Are workers ever restricted from or monitored when using the toilet facilities? Are they free to get drinking water whenever they wish?
- Any specific situations you have experienced at work that you found uncomfortable? How did you handle this, and what do you think about it in aftermath?
- Would you recommend others from your country to find work in Norway?
- Are workers free to perform religious obligations without restriction?
- Have you noticed a difference in your level of confidence since moving to Norway?
- Do you feel that your status has changed since moving to Norway- if so, how?
- What was your professional goals/plans? Have they changed since moving to Norway?
 - Have you experienced differences in work culture Norway/your home country?
 - Were you prepared for differences in work cultures? In case, what?

Integration:

- While you are in Norway, what would you participate in order to become an integrated part of the Norwegian society?
 - Is it enough to work and socialize with co-workers, the international community and others from your home country?

- Do you know about Nepalese organizations in Norway? If, yes, then what kind of work do they do for Nepalese immigrants?
 - How do they help Nepalese for ease integration in Norwegian society?
 - Do you know about Norwegian organization who are working for the immigrant's integration?
- If you face the optimal situation in Norway,
 - How would you make an adjustment living to Norway?
 - Would you go back to your home country, or to another country?
- Where do you think you are, and what do you do in 2030?
 - How long do you think you will be staying/working in Norway?
 - What factors would involve making to decision while staying or leaving the Norway?

INFORMATION LETTER

Are you interested in taking part in the research project? – “Work-life Ambiguities, guilt and belonging among Nepalese in Norway”

This is an inquiry about participation in a research project where the main purpose is to keep abreast and examine the conditions and the integration process of Nepalese immigrants working in the Norwegian job market. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This study will focus on the state of social integration based on the experiences of minority Nepalis and will focus on how they are experiencing. For this study, I will interview Nepalese immigrants working in Norway in different occupation. The main reason you are asked to participate in this interview is because you are working in Norway as a worker and you meet the requirements of the participants for this research.

The following research questions are formulated. How are the conditions of integration of Nepalese workers into the Norwegian job market? How do Nepalese workers in Norway perceive the integration process into the Norwegian job market? What are their motivation and aspirations for working in Norway? and What are the facilitating and impeding factors for the Nepalese minority in Norway and how do they manage the challenges? In order to fulfil the research requirement for my master’s thesis, I plan to conduct research on the experiences of the integration in the workplace and the social life of Nepalese immigrant workers in Norway.

Who is responsible for the research project?

Department of Intercultural Communication at the University of NLA Høgskolen, Bergen, Norway is the institution responsible for the project.

Why are you being asked to participate?

My study will approach Nepalese immigrants with different kinds of background and with varying current life situations, but with a particular focus on a varied selection of young adults, both male and female. The study will be based on in-depth and semi-structured interview with approximately 10 to 15 Nepalese immigrants working in Norway's job market. In the course of an in-depth interview, I will try to show the relevance of Norwegian Nepalis as a whole by examining how the interviewee's life history and work facilitates and impede integration. Through this method I will analyse the informant's experience and phenomenal understanding of the society and the work life integration.

It will be important to gather information about educational status, job status as well as the status of the person's social involvement. Furthermore, I aim to explore both commonalities and differences in their experience of being a Nepalese immigrant in Norwegian work life. This is important since I am going to focus on life experiences, particularly in relation to the job market and how they are coping with a working environment different from origins. It would be helpful to get informed about how the backgrounds can be influential in your life, and whether or how their immigrant status and experience, past and present experiences, represent a resource or challenge.

While my focus is Nepalese young adults in Norway, within this group I plan to recruit immigrants from geographically different places in Norway. In order to get access, I plan to use my personal network, and get in touch with friends of friends, Nepalese immigrant organisations, throughout occasions and ceremonies, social networking sites such as Facebook groups, and video calling engines like zoom; where a variety of Nepalese immigrants seem to be involved.

What does participation involve for you?

If you agree to take part in this research study, you will be asked a questionnaire divided in several sections that will relate to your work and life experiences. This will hold approximately two hours for the complete. The research will be carried out using In-depth interview methodologies with individuals in some chosen workplaces. Since the questionnaires contained in it are based on a semi-structured method, many questions are determined based on the answers you will give, but even so, some questions will continue to guide you to stay within the topic. In particular, the following questionnaires will be included; When did you arrive in Norway? Describe your life status and satisfaction before and after you moved to Norway?

How would you describe your first year in Norway in general terms? Do you use your language skills at work? What was your experience of trying to find work like? What was your professional goals/plans? Have they changed since moving to Norway? Have you experienced differences in work culture Norway/your home country? Were you prepared for differences in work cultures?

For your convenience, this interview will be held at any one place and time, where only you and I will be present. I ask your permission to take an audio recording of your conversation, if you allow, then I will take an audio recording of the interview. The key to recording is to be able to accurately record the important things you say and then analyse in detail the response. You will not be forced to answer questions you feel uncomfortable with. In this process you are free to make decisions, such as withdrawing from the study and interrupting or rejecting the interview.

Participation is Voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- I am Bikram Wagle, student of masters in Intercultural Studies and my project leader Professor Line Alice Ytrehus in the Department of Intercultural Communication at the University of NLA Høgskolen, Bergen will have access to the personnel data.
- All information taken from the study will be coded to protect each subject's name. The interviews are transferred from the small digital device to the laptop as soon as possible and stored anonymously with fictive names. No names or other identifying information will be used when discussing or reporting data. The investigator will safely keep all files and data collected in a laptop with a pin code, and then lock files or folders with encryption and second key.

What will happen to your personal data at the end of the research project?

- The project is scheduled to end 30.06.2021. I will meet all the requirements surrounding the storage and deletion of personal information and all measures will be taken for identifiable security of personal information can be protected. Once the data has been fully analysed it will be destroyed.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with me, university of NLA Høgskolen Bergen, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- University of NLA Høgskolen bergen via Professor Line Alice Ytrehus on LineAlice.Ytrehus@nla.no with any questions about the rights of research participants or research related concerns. And contact me Bikram Wagle at bikramwagle@yahoo.com or, +4745843279 by calling.
- Our Data Protection Officer: Monica Skagen by mail Monica.Skagen@nla.no or by telephone: +47 55540700

- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Yours sincerely,

Professor Line Alice Ytrehus
Project Leader
(Research Supervisor)

Bikram Wagle
Researcher Student

Consent form

I have received and understood information about the project “*Work-life Integration of Nepalese Immigrants in Norway*” and have been given the opportunity to ask questions. I give consent:

- to participate in interview
- to participate in online interview

I give consent for my personal data to be processed until the end date of the project, approx. July 2021.

(Signed by participant, date)

ETHICAL CLEARANCE FROM NSD

5/25/2020

Meldeskjema for behandling av personopplysninger



Notification Form 162671

Last updated

25.05.2020

Which personal data will be processed?

- Name (also with signature/written consent)
- Address or telephone number
- Email address, IP address or other online identifier
- Sound recordings of people

Type of data

Will you be processing special categories of personal data or personal data relating to criminal convictions and offences?

- Racial or ethnic origin
- Political opinions
- Religious beliefs
- Philosophical beliefs
- Trade Union Membership

Project information

Project title

Work-life Integration of Nepalese Immigrants in Norway

Explain why the processing of personal data is necessary

To understand the exact conditions of the immigrants and how they manage to live and cope to the Norwegian society throughout employment.

External funding

Type of project

Student project, Master's thesis

Contact information, student

Bikram Wagle, waglebikram@gmail.com, tlf: 45843279

<https://meldeskjema.nsd.no/eksport/5e9b7b17-579b-48da-a2ad-ea5133cc9fa7>

1/3

Data controller

Data controller (institution responsible for the project)

NLA Høgskolen AS

Project leader (academic employee/supervisor or PhD candidate)

Line Alice Ytrehus, LineAlice.Ytrehus@nla.no, tlf: 90121058

Will the responsibility of the data controller be shared with other institutions (joint data controllers)?

No

Third Persons

Will you be processing data relating to third persons?

No

Documentation

How can data subjects get access to their personal data or have their personal data corrected or deleted?

If Informant wants to change or remove the information they give me, as a researcher I obligate to provide their all the original records.

Total number of data subjects in the project

1-99

Approvals

Will you obtain any of the following approvals or permits for the project?

- Confidentiality permit/exemption from the duty of confidentiality from a department or directorate

Processing

Where will the personal data be processed?

- Computer belonging to the data controller

Who will be processing/have access to the collected personal data?

- Student (student project)
- Project leader

Will the collected personal data be transferred/made available to a third country or international organisation outside the EU/EEA?

No

Information Security

Will directly identifiable data be stored separately from the rest of the collected data (e.g. in a scrambling key)?

Yes

Which technical and practical measures will be used to secure the personal data?

- Personal data will be anonymised as soon as no longer needed
- Restricted access
- Record of changes

Duration of processing

Project period

01.07.2020 - 31.05.2021

Will personal data be stored after the end of the project?

No, the collected data will be stored in anonymous form

Which anonymization measures will be taken?

- Personally identifiable information will be removed, re-written or categorized
- Any sound or video recordings will be deleted

Will the data subjects be identifiable (directly or indirectly) in the thesis/publications from the project?

No

Additional information
