

THE SCHOOL OF MISSION AND THEOLOGY (MHS)

THESIS TOPIC:

**MIGRATORY EXPERIENCES OF NEPALESE FAMILIES
WITH SMALL CHILDREN CURRENTLY IN NORWAY**

THESIS FOR

MASTER OF GLOBAL STUDIES

SUBMITTED BY CANDIDATE:

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STAVANGER, NORWAY

MAY 2015

DEDICATION

TO

Earthquake victims, who were killed (nearly 10,000) people in Nepal

A massive 7.9 magnitude earthquake on 25th April 2015 killed nearly 10,000 people and destroyed hundreds of historical importance. It is one of the greatest tragic events in Nepalese history.

Acknowledgements

I am deeply grateful to my supervisor Gunhild Odden. Her encouragement and motivation has enabled to me to write about this thesis. This thesis would not have come to final level without her detail comments, guidance and encouragement. I am very thankful for her devotion to me. I am appreciated with Åsa Dagmar for her final support.

I would like to thank to all the respondents and members of Nepalese societies in Stavanger, Ås, and Oslo, who actively participate in this study. I am really grateful to them for supporting me to share their experiences which constitute the heart of this thesis.

I want to express my gratitude to all my lecturers in the MA program of Global Studies at Misjonshøgskole (MHS), Stavanger, for their thoughtful and meaningful input throughout my studies. My thanks go to all administrative staffs and librarians for their kind support and co-operation.

I am hearty grateful to my wife Pranisha Rai for everything.

I am always thankful to my parents and family, who have supported and encouraged at every step of my life.

Last but not the least, I am thanking to all of those who supported me in any respect during the course of this research.

Abstract

This study provides knowledge on Nepalese immigrants' living in Norway. International student migration to Norway has been increasing during the last two decades. In this issue the numbers of Nepalese students are markedly increased. Norwegian Directorate of Immigration (UDI) 2013 shows, Nepal ranked sixth in the overall list of student sending countries.

It would be interesting to research for explanations to living experiences of Nepalese families and their childhood education in the context of Norway. This thesis analyzes experiences, and perception of everyday life of Nepalese families. More particularly, to convey aspects such as the families' daily activities, (the way of doing, being, thinking, feeling) about adaptation or adjustment, cultural and linguistic differences, economics components, jobs and study. Additionally, it concerns on their experiences and thought of Norwegian kindergarten.

As a methodological approach, the study adopted qualitative interview with ten (father and mother) who have children below aged of eight. Finally, I investigate the future mobility plan of Nepalese immigrants.

List of abbreviation

EEA: European Economic Area

EU: European Union

HHN Helping Hands for Nepal-Norway

LO: Landsorganisasjonen i Norge (Norwegian Confederation of Trade Unions)

MHS: Misjonshøgskolen (School of mission and Theology)

NMBU: Norge miljø-og biovitenskapelige universitet (Norwegian University of Life Science)

NESCO: Nepalese Students Community in Oslo

NNF Norge-Nepalforeningen (Norway-Nepal Association)

NOK: Norwegian Kroner (Currency of Norway)

NRNA: Non-residence Nepalese Association

UDI: Utlendingsdirektoratet (Norwegian Directorate of Immigration)

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INTRODUCTION

I) Background

With the process of globalization different countries face a considerable increase in international migration. War and conflicts in one's home country, political persecutions, better education, family reunification and seeking better life conditions are common reasons for migration. Andrew J. Sheehan and Lars. W. Lilleby claim that *"According to politicians, in most European countries, immigrants will seek economic opportunity and political protection in Europe for decade to come (2012:1)*. Unfulfilled needs drive people to reach higher levels of satisfaction. Such needs might arise due to an increase in advanced technology and a globalized world. People become motivated to move in order to reach their dreams.

In this thesis I explore the growing phenomenon of Nepalese immigration to Norway. The considerable general increase in international immigration flows can be seen as the consequence of globalization and economic integration processes over the recent years. In the Norwegian context, the country has experienced major immigration waves up to the beginning of 1990s and international student migration as one specific category has also increased remarkably. In the past two decades the Norwegians authorities have shifted their attitudes towards international students. *"The educational perspective, the development aid side to the international students has been a central theme in the development of government policies"* (Brekke. J.Paul, 2006:19). The increased student mobility might be explained by positive education policies and the 'free education scheme'. In this thesis, I will focus on the blurring categories "Student migration", "economic migration" and "Family migration", stressing the everyday life experiences of Nepalese migrants' families with small children currently in Norway.

II) Outlining the Research Topic

In the context of Norway, Nepalese immigrants are increasing in numbers. According to the annual report of The Norwegian Directorate of Immigration (UDI), in 2013, 58 Nepalese immigrants received long-term permanent residency. Over the last twenty years the number of international students coming to Norway has increased considerably. Different changes in

national policies and international relations have had directly impact on the numbers of students. The Directorate of Immigration (UDI) annual report 2013 stated that of the top ten nationalities studying in Norway, Nepalese students were in the 6th position. With 209 students receiving a student permit. As a result of the increase in number of Nepalese migrants, I became inspired to find out more about my fellow nationals that are currently residing in Norway. What are their experiences? How do they perceive their children' early education? The objective of this study is thus to examine the daily life of Nepalese immigrants, stressing in particular their experiences and perceptions, using a phenomenological approach.

III) **Research Questions**

The main research question of this thesis is: **What are the migratory experiences of the Nepalese immigrants' families in Norway?**

This study will aim to focus on following topics:

- What are their experiences, interms of social interaction, (cultural adoption, economic activities, and future mobility plan) and early childhood education in Norway
- What are their opportunities and challenges in kindergarten, what are the facilities and difficulties faced regarding their child education?

IV) **Structure of the Thesis**

The thesis is divided into five chapters. The **first chapter** deals with the contextual and theoretical framework of the thesis. It presents the two dominant concepts of this research, that is to say; the phenomenological perspective and the mobility perspective. The chapter introduces the Norwegian immigration history, starting from the post war period leading to a more restrictive immigration regulation period in the end of the 1975s. This section aims to provide a fundamental knowledge on the Norwegian immigration policies which were in place in the 1950s to the present. Along with the immigration history of Nepal to Norway, a historical background of the Nepalese immigrants will be stressed. The last section of the chapter focuses on the historical development of early childhood education in Norway.

Chapter 2 will discuss the methodological approach and procedure of this research. The chapter begins by introducing the methodological procedure and then explains the qualitative research method and the chosen procedure on data collection and sampling techniques. The overview of informants is also one of the aspects of this chapter.

Chapter 3 elaborates on the short history on Nepalese migrants and the Nepalese societies (formal organizations) in Norway and the role they play in regard to the multicultural Norwegian society. The different types of Nepalese societies founded in the main cities of Norway and the various types of immigrants are discussed in this chapter. The last part of this section will give information on a Nepalese school and restaurant in Oslo.

Chapter 4 describes more specifically the Nepalese families' daily activities, cultural and linguistic differences, economics components, jobs and studies in Norway. The Nepalese families' experiences with the Norwegian kindergartens and their everyday life (the way of doing, being, thinking, and feeling) will also be dealt with in this chapter. The main topic stressed in this chapter is on the adaptation or adjustment challenges they meet in their everyday life as foreigners.

Chapter 5 deals with the geographical mobility of Nepalese immigrants in Norway as well as their future mobility plans. Thus, the chapter focuses on planned relocation to the other countries from Norway, and planned re-migration. The chapter accordingly seeks to find out whether the interviewed families plan to stay in Norway, go to a third country or return to Nepal.

CHAPTER ONE:

Theoretical and contextual Framework

This chapter elaborates on the two following concepts which the whole thesis is structured upon; the phenomenological perspective and the mobility perspective.

1.1 The Phenomenology Perspective

The phenomenological approach seeks to study experiences human experiences. This study is based on paradigms of personal knowledge and subjectivity. The phenomenologist highlights the human experiences. Human experiences are of great importance to the understanding of human existence; it provides knowledge and inspiration to the “other”. Phenomenologist stress people's experiences of life and the meanings they give to them. "*Phenomenology is concerned with the study of experience from the perspective of the individual*" (Lester. S, 1999:1). This approach is particularly relevant to the exploration of Nepalese immigrants' families living in Norway.

The phenomenological research is based on two premises. The first is that experience is a valid, rich, and rewarding source of knowledge. The second premise of phenomenological research lies on the view that everyday world is valuable and productive source of knowledge. An experience is the source of all knowing and the basis of all behaviour, what we are aware of at any point in time, in foundation of our knowledge of ourselves, of other people, and the world in general. Without human experiences there would be no human world (Carol.S. Backer, 1992:11). The concept lies on the heart of my analysis, of the experiences of Nepalese immigrant families living in Norway. My focus is on "what" they experienced and "how" they experienced it. With this approach in mind I tried to describe the meaning the Nepalese immigrants put on their lived experiences, including their children's' education I aimed to describe what all participants had in common when they experience a phenomenon,

Phenomenology is the movement inaugurated by Edmund Husserl. He is known as the founder of the phenomenological movement. According to Dermot Moran, in his book '*Introduction of phenomenology*', (2000) Husserl was not the first to employ the term 'phenomenology'; in fact it began to appear in philosophical texts in the eighteenth century, such as in the text of 'Novus

Organon' where Johann Heinrich Lambert used the term phenomenology (Moran. D, 2000:6). Similarly, in the letter to Marcus Herz of 21 February 1772, Kant spoke on phenomenology in general, this influenced other philosophers like Herder, Fichte and Hegel. Edmund Husserl defines phenomenology as follows:

This Phenomenology, like the more inclusive pure phenomenology of experience in general, has, as its exclusive concern, experiences intuitively sizable and analysable in the pure generality of their essence, not experiences empirically perceived and treated as real facts, as experiences of human or animal experiments in the phenomenal world that we posit as an empirical fact. This phenomenology must bring to pure expression, must describe in terms of their essential concepts and their governing formulae of essence, the essence which directly make themselves known in intuition, and the connections which has their roots purely in such essence. Each such statement of essence is an a priori statement in the highest sense of the world. (Moran. D, 2000:1-2)

Husserl's efforts to conceptualize phenomenology depended and broadened from an earlier project of 1900. In this paragraph he illustrated and clarified phenomenology and came to see himself as the founder of this new movement. To draw the pure essence of lived experiences, phenomenological approach should illuminate the paradigm of personal subjective experiences. For the phenomenologist, people cannot be reduced to the past, the past is influential, but it does not determine the present, the past changes in present time (Carol.S. Backer, 1992:27).

1.2 The Mobility perspective

Mobility is not at all a new phenomenon. However, in the present time of globalization, increasing mobility is considered a major cause as well as a consequence of the emergence of modern societies. Furthermore, it is raising issues in the cosmopolitanization of modern societies. *'Mobility is the capacity of an actor to move socially and spatially'* (Canzler, Kaufmann and Kesselring 2008: 3) Migration is a process of mobility. Mobility also refers to the movement between different levels in the society. The theoretical concept of mobility was developed by the sociologist George Simmel during the early 20th century. Sheller writes that:

Mobility research combines social and spatial theories in new ways, in so doing has provided a "transformative nexus for bringing micro-interactional research on the

phenomenology of embodiment, the cultural term of hermeneutics, postcolonial and critical theory, micro-structural approaches to the state and political economy, and elements of science and technology studies and new media studies (M. Sheller, 2011:1).

Mobility overlaps with different fields such as globalization, migration, tourism, border studies, cultural and geography and so on. Within the sociological literature the term mobility is usually associated with the concept of 'social mobility' which concerns how an individual's social position moves up or down on the scale of socio-economic classes.

The mobility which links the local and the global always depends from multiple stabilities.....Deterritorialization causes reterritorialization. The complex chapter of these system resets on multiple time-space fixities or moorings, which help to realize the liquidity of modernity. 'Mobile devices' such as mobile phones, cars, airports, trains, and ICT connections require overlapping and varying time-space immobility (Urry, 2006:60)

In my thesis I will stress the geographical mobility, and try to relate it to social mobility.

1.3 Immigration History of Norway

From a historical point of view of Norway, immigration has influenced the society the most in the late 20th century. I have divided the following chapter into three main sections, in order to elaborate more specifically on the different immigration waves in different periods.

1.3.1 Post War Period

After the end of World War II, the national border had changed in Europe and millions of people became displaced and homeless, as a result they began to search for new residence and even new nationality. Despite the fact that Europe was in ruins and vast traumas were to be mended, the Post-War period was characterized by optimism and a feeling that a significantly new order was in the making, with the Western victors in the lead (Brochmann and Kjeldstadli, 2008:178¹). In terms of immigration, the large labour movements to Norway seem to be unaffected from the post war decade until the end of the 1960s. Compared to other countries in Eastern Europe, the

¹ reference are made to Brochmann, Grete and Kjeldstadli, Knut (2008) *A history of immigration: the case of Norway 900-2000*, Oslo , Universitetsforlaget.

foreign population in Norway was small; though it has been increasing respectively in each decade. There were 15797 foreign citizens living in Norway in 1950, 24823 in 1960 and 64982 in 1975. (Keil, 1993:176). Norway opened the door for immigration in the 1950s the reasons being that economic growth and the expansion of industries were causing labour scarcities, which increased the labour demand. The majority of people were from Nordic Countries until the 1960s. In the end of the 1960s the number of the so called 'guest workers' increased in Norway, those were immigrant outside of the Nordic countries, such as; The United Kingdom, Germany, The Netherlands, The United States, Latin America, Africa, Asia and The Middle East. Between 1960s to 1967, the number of issued work permits increased from approximately 5000 to 9000 per year (Brochmann and Kjeldstadli, 2008:188).

In 1969, the white paper on the entire labour market policy was presented in the parliament and The Norwegian Confederation of Trade Union (LO) approved it. LO and the government agreed that foreign workers should have equal salary and working condition as Norwegians under Norwegian law. In the beginning of the 1970s immigrants from Asia, Africa, Latin America and Turkey increased rapidly. The Pakistanis immigrants were 110 in 1970, whereas in the spring months of 1971 the number of Pakistanis had increased up to 990, at that time Pakistanis counted as the largest immigrants group in Norway. The increasing number of 'foreign workers' put Norwegian government under pressure which resulted in new migration restrictions, however the flow of migrants continued into Norway. The 'foreign workers' in question consisted then of Pakistanis, Moroccan, Turks, and Yugoslavs.

1.3.2 Immigration since late 1970s-

The period from the beginning of the post war period to the 1970s, represented an interesting period of an "open door" policy. The increasing numbers in foreign labour and the bad conditions on works sites proved problematic for both sending countries and receiving countries. The foreign Labor Association (*Fremmedarbiderforeingen*), FAF, was concerned about the supplies of excess labour, which were in the hand of employers. During the 1970s a commission was established to analyse the issue regarding immigration in order to create new norms in this sector. The commission was composed of three representatives; The Norwegian Confederation of Trade Union (LO), the Employers' Organization and the foreign immigrant representative. A report was delivered two years later with two different suggestions. The first one was a

suggestion of 'more restrictive on immigration norms' which the LO and the employers' organization were supporting. The second suggestion was a 'temporary immigration stop' that was supported by foreign immigrant representative. Since, the Norwegian authorities claimed to need a breathing space, the government officially declared an "*immigration stop*" for the non-Nordic citizens from 1st July 1974 till 30 June 1975 (Brochmann and Kjeldstadli, 2008:198).

When Norwegian authorities declared 'immigration stop' then after new kinds of immigration appeared; the 'jet refugees' or the 'asylums seekers'. The 'jet refugees' were actually 'boat refugees'. In 1975, when America capitulated in the Vietnam War, as a result a mass of Vietnamese citizens fled the country. The majority of Vietnamese ended up in America and other in neighbouring countries such as Indonesia, Hong Kong, Philippines, and Malaysia. A fairly large proportion of those who ended up in Norway were picked up in the sea by Norwegian ships. Other large refugee groups were Chilean refugees living in Argentina, Bolivia, and Uruguay (Brochmann and Kjeldstadli, 2008:215-17). The number of asylums seeker in Norway increased significantly between 1986 and 1987. They were granted permission to stay either as refugees or for humanitarian reasons. During this period, the asylums seekers who were granted permission to stay in Norway were mainly from Chile, Sri Lanka, Iran, Iraq, Ethiopia and Somalia. Since 1977 to 1993, over 40,000 foreign citizens have acquired Norwegian citizenship (Kiel, 1993:181-83).

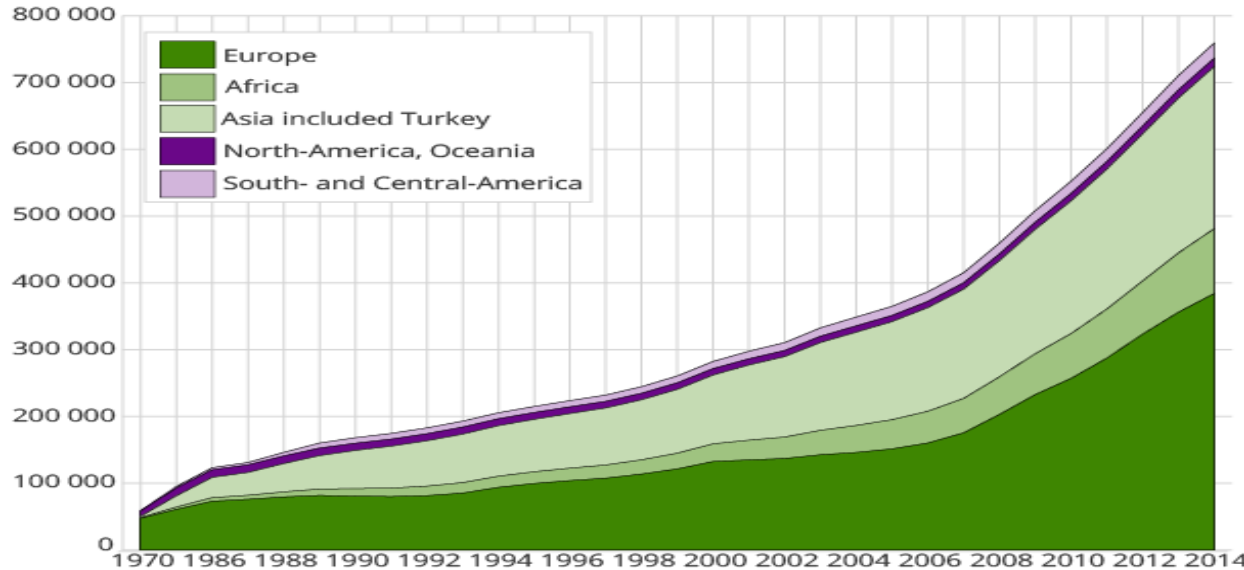
After the implementation of the 'immigration stop' policy, people from third world countries continued moving into Norway. Now, labour immigration was being replaced by family immigration (the family reunification scheme) and the arrival of asylums seekers.

1.3.3 Immigration after the 1990s to Present

In the beginning of the 1990s Europe was in turmoil. The cold war was over and the European Community went into a new and an intensive phase, whereas Norway chose to remain a non-member of The European Union (EU) in 1994, it was self determination in the field of migration. Norway attained an observer status within the Schengen Area (Brochmann and Kjeldstadli, 2008:274). This development was a key to an access to The Common European Asylum Policy and boarder control regulations. Voluntary repatriation became a relatively new phenomenon in the Norwegian context after the 1990s. During that period, we can observe a continuous outflow

of foreigners leaving Norway, and a new trend of increasing repatriation. Between 1990 and 1991, approximately 400 Chilean refugees in Norway were repatriated. The trend was in line with policy of the UNHCR to bring refugees back to their countries of origin. Respectively, citizens of countries such as Iran, South Africa, Paraguay and Vietnam were also repatriated (Kiel, 1993:184). By the late 1990s, the Norwegian society realized that immigrants were important source of labour for the Norwegian economy. Politicians became concerned with the demographic imbalance and the importance of labour. Politicians began to use the slogan *"Without immigrants, Norway stops"*. The immigrants in Norway began to be perceived as possible contributors to the welfare system. On the New Year in 1998, King Harold V stated *"not all the aspects of immigration policy had been successful."* All political parties now began to emphasize the need of making the newcomers themselves responsible_ (Brochmann and Kjeldstadli, 2008:274-75). The Norwegian economy was flourishing and private businesses in particular had problems filling vacancies, as they did not get the labour demanded, regulations were slightly changed to allow for a more flexible recruitment of 'seasonal workers' and 'skilled workers'. Up until 2012 Norwegian authorities were in search of skilled workers in order to fulfil the labour needs and came up with "job seeker" scheme, even though this scheme showed failure.

Figure 1. Immigrants and Norwegian-born to immigrant parents, by country background



Source: Statistics Norway.

According to Statistics Norway there were 633.100 immigrants and 126.100 Norwegian-born to immigrant parents living in Norway in 2014². These two groups have a background from 221 different countries and independent regions. Polish citizens are the largest immigrants group in Norway. On the 1st of January 2014, the number of Polish people living in Norway was 84 000.

1.4 Historical Background of Nepalese immigrants

Nepalese immigration does not have a long history in Norway. The first Nepalese immigrants that came to Norway came around two decades ago according to information provided by the Non-Resident Nepali Association (NRNA) in Norway. Mr. Hem Bahadur Gurung is known as the first Nepalese who arrived in Norway in 1971 from Nepal. He came to Norway through the family reunification scheme, when he got married to a Norwegian woman. He is presently advisor of the Non-Resident Nepali Association (NRNA) in Norway, and founder member of the Norway-Nepal Association (NNF).

The Non-Resident Nepali Association (NRNA) is a global organization of the Nepali Diaspora that was established on October 11th in 2003 by its first global conference in Kathmandu, Nepal, with the purpose of uniting Nepalese living all over the world. NRNA has international committee known as NRNA ICC (International Coordination Council) and a national committee known as NRNA NCCs (National Coordination Councils) in 70 different countries including Norway. The main motto of NRNA is "**For Nepali by Nepali**".

After its establishment, NRNA-ICC encouraged Nepalese living in various countries including Norway to establish their respective NRNA-NCC. In 2005, Bishal K Sitaula, a Nepalese Professor at the Norwegian University of life Science (NMBU) came in contact with the executive member Committee of NRNA ICC³. He initiated a process to establish NRNA-NCC in Norway. He took his initiative and began the process. He got a chance to participate in the Global NRNA conference in 2005 and nominated the first ICC member for representing Norway. In order to found the NRNA Norway he approached various Nepalese societies in Norway.

In a local meeting at Ås in 2006, the NRNA Norway was established. Mr. Kumar Pandit formed the chairmanship of NRNA Norway. Professor Sitaula became elected as the first President

² <http://www.ssb.no/befolkning/statistikker/innvbef>

³ NAMASTE ARCTIC, *The bulletin of Non-Resident Nepali Association, Norway*, Issue:1, October 2014

unanimously in 2008 and got re-elected in 2010. (Namaste Arctic, 2014:1-2). NRNA NCC Norway (*Den nepalske forening i Norge*) got registered in Norway in 2012. NRNA-NCC Norway is an umbrella organization of all Nepalese in Norway and has established a close collaboration with all Nepalese societies in Norway's largest cities. Recently, the Non-Resident Nepali Association (NRNA) in Norway published its 1st official bulletin "*Namaste Arctic*" in October 2014. The Namaste Arctic gives Nepalese people the opportunity to distribute information and garnering support for the Nepali Diaspora.

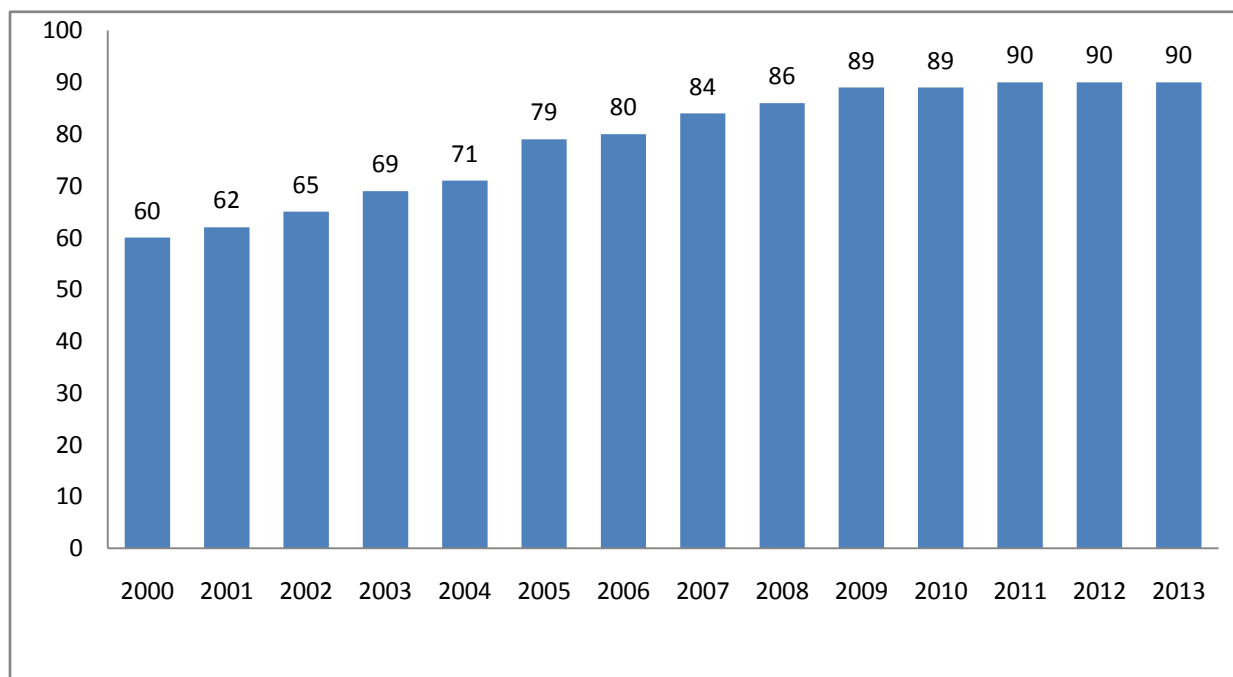
1.5 The Development of Early Childhood Education in Norway

Regarding the history of kindergartens in the Scandinavian, they were inspired by ideas from Germany, France, England and Italy. In 1920 the first public kindergarten was established in Oslo. It was as an important development in the field of early childhood education (Sapodek and Saracho, 2005:192).

After World War II women played a significant role in campaigning for care and support for preschool children. Early Childhood Education and Care institutions (ECECS), was regulated as part of the Child Welfare Act in 1953. The first act developed in 1975 for early childhood education and care institutions "The 1975 Act on Kindergartens" (Sapodek and Saracho, 2005:192-93). In the present time the main idea behind the Norwegian school system is '*the principle of one school for all*'. It refers to that all children, in some way or another, should be together in all grades or at least that all students should be given equal opportunities to the furthest extent possible.

According to the Norwegian educational policy, all public education is free, all children and young people have an equal rights to education, training, irrespective of domicile, sex or cultural background and physical abilities. The Curriculum Reform of 1997 emphasized a child reform, a family reform, a cultural reform and additionally a school reform (Sapodek and Saracho, 2005:192-95). There are three stages of school. Grades 1-4 (Primary school) Grades 5-7 (lower secondary/ junior high school) Grade 8-10 (High school).

The kindergarten Act, Act no 64 of 17 June 2005⁴ applies to both private and public institutions. There are 50% of private owned pre- primary institutions which are publicly financed. The kindergarten should favour collaboration and aim to have a close understanding to the children's home, community life and friendship. Kindergarten should assist in the development of knowledge and skills of the child. Moreover, they should contribute to the well-being, joy in play and learning. The number of children aged 1-5, in Norwegian kindergarten has increased considerably. The kindergarten figure 2013⁵ shows, the percentage of childhood education has increased significantly 2000 to 2013.



Percentage for children aged 1-5 years

Source: © Statistics Norway, 2013

⁴https://www.regjeringen.no/globalassets/upload/kd/vedlegg/barnehager/engelsk/act_no_64_of_june_2005_web.pdf

⁵<http://www.ssb.no/en/utdanning/statistikker/barnehager>

This chapter has announced the brief historical and theoretical framework which informs the study of Nepalese immigrants' migratory experiences and their childhood education in context of Norway. The next chapter presents the methodological approach of this research.

CHAPTER TWO:

Methodology

2.1 Methodological Approaches

This chapter will elaborate on the methodological approaches of the thesis. The purpose of the chapter is to describe the research methodology of this study, explain the procedure of data collection, and provided an explanation of sampling techniques in order to analyze the data.

Research methodology we do not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others (Kothari 2004:8).

The objective of this study is to examine the experiences and perceptions of selected Nepalese immigrants' families regarding their livelihood experiences and their children's education in Norway. As a researcher I have a personal experience related to the phenomenon in question and want to gain a better understanding of the experiences of others. By looking at multiple perspectives of the same situation, I can make some generalization of what something is like from the insider's perspective.

The aim of this thesis is to analyze the lived experiences of Nepalese immigrants in Norway. I have used primary and secondary sources in order to answer the research questions. For the allocation of primary data, I used qualitative research methods because it is an appropriate method for exploratory and descriptive studies. Among the several qualitative research methods, I decided to use semi-structured interviews as a method to collect the primary data for this thesis.

2.2 Qualitative Research Method

According to Flick "*qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local context*" (2009:21). Qualitative research method is a process that helps to gain an understanding of the underlying causes, views, and inspirations. Qualitative research is primarily

exploratory; it is a dynamic process which allows the researcher to gain insights into the problem, and a deeper understanding of the meaning of human experience. As expressed by Patton and Cochran, "*qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as for analysis*" (2002:2). Qualitative research encompasses several different approaches to research that are in some respects quite different from one another. Yet all qualitative research approaches have two things in common. First, they focus on phenomenon that occurs in natural settings - that is in the "real world". And the second, they involve studying those phenomenon in its complexity (Leedy and Ormrod, 2010:135). Denzin, NK and Lincoln, YS (2005) define qualitative research as follows:

Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things, in their natural settings, attempting to make sense of, or interpret phenomena in term of meanings people brings to them. Qualitative research involves the studied used to collection of a variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts- that describe routine and problematic moments and meanings in individuals' lives (op. cit: 2).

Qualitative research method is a method of inquiry that is employed in different academic disciplines to generate deeper understanding of human behavior and experiences. Qualitative research seeks answer questions and it helps to understand a given research problem or a topic from the perspective of the local population it involves. I used qualitative research method because it is effective in obtaining cultural specific information about values, lived experiences, opinions, behaviors, and the social context of the Nepalese immigrants living in Norway. The mere purpose of this research is to see the social world as constructed through the interactions of social, cultural, economic and religious processes.

2.3. Data Collection

Diverse techniques were used in order to accumulate information, including; interviews, informal conversations and observation. I collected all the necessary data for this research, during my field work in Norway in October and November in 2014.

2.3.1 Interviews

Interviews were the main method I used to collect data for the analytical part of this research project. On the basis of phenomenological research, I based my analysis on interviews that most lasted about 30-45 minutes. The sample of participants was carefully selected. I conducted interviews with 10 individuals, nine fathers and one mother, all of whom have had experiences with childhood education. All the interviews were conducted in the participant's homes. I prepared 19 questions and when necessary I added some questions. I recorded the interviews, which helped me to observe feelings, expressions and the tone of voice during the interview. *"The interview is a stage upon which knowledge is constructed through the interaction of interviewer and interviewee roles"* (Kvale, 1996:127). He further states that qualitative research interviews seek to describe the meaning of central themes in the real life world of the research subject. The main task of interviewing is to understand the meaning of what the interviewees say.

I used semi-structured interviews as a method of collecting the primary data, which helped me to understand in particular the parent's experiences, practices and struggles regarding their families and their children's education. *"The phenomenological interview is often a much unstructured one in which the researcher and participants work together to arrive at the heart of the matter"* (Tesch, 1994:147). Semi structured interviews are conducted within an open and an informal framework that allows both the researcher and the participants to be involved in a two-way conversation. During the interviews, I began the interview with more general questions on the topic. I began with simple personal questions, to draw their attention into the interview process. Those were questions regarding; age, education, their place of origin and when they arrived in Norway. So in a particular context I asked interview questions.

Lindlof and Taylor stated that, *"semi-structure interview generally beneficial for interviews to have an interview guide prepared, which is an informal, grouping of topics and questions that the interviewer can ask in different ways for different participants"* (2002:195). Interview guide with open-ended questions was developed prior to the actual interview. The purpose of

interviewing is to understand the meaning of what the interviewees express. “Why” and “how” questions were developed in order to gain insight into Nepalese immigrant situation and perceptions.

2.3.2 Informal conversations

In order to collect further information, I had informal conversations with people in different occasions. I visited three different programs organized by NRNA Norway, such as The Cultural program in Krinjso, The Annual General Meeting, (AGM) in The NRNA office in Økern, Oslo. The "*Dashain*⁶" festival was organized by The Nepalese Student Community in Oslo, (NESCO) and Helping Hands for Nepal-Norway (HHN) in Sognsveien. Attending these programs gave me the opportunity to meet people from different academic backgrounds, professions, and people of different ages. These occasions allowed me to interact with the people. Informal methods for information gathering should not be used for the purpose to gather systematic information, but rather to explore the situation and acquire insights.

In informal conversation there are no structured questions, but questions are asked randomly more freely and openly. Informal conversational interviews do not have predetermined questions, in order to remain as open and adoptable as possible to the interviewees' nature and priorities; during the interview the interviewer 'goes with the flow' (Valenzuela & Shrivastava, 2012:2).

Generally informal conversation interviews happen in a more relaxing setting; such as in restaurants, parks, buses, train, shopping areas and so on. In the AGM the program I chatted normally, but I took some important notes, and recorded some material. However in the 'cultural program' and 'Dashain' program I noted down some main points of the conversations.

2.3.3 Observations

Marshall and Rossman (1989) define an observation as "*the systematic description of events, behaviors, and artifacts in the social setting chosen for study*" (1989:79). Similarly, Nick Fox argues that "*Observation is more than just recording of data from the environment. When we observe, we are active, not passive collectors of data like a tape recorder or video camera. Our*

⁶ Dashain is the greatest festival for Hindus' Nepalese people; it falls in the month of September or October.

brains are engaged as well as our eyes and ears, organizing data so we can make sense of them, perception is thus part of all human observation" (1998:2). In the everyday lives of the Nepalese families, the observation provides information to the researcher on; non-verbal expressions, how participants communicate each other and how much time they spend on various activities, such as those with their children, their studies and so on. For this purpose, I tried to follow the lives of the target group in various milieus, such as in their apartments, at festivals, and in other programs.

2.4. Sampling Techniques:

Sampling criteria is a very complex issue in qualitative research. Since there are many variations of qualitative sampling described in literature and many of the sampling criteria are confusing and overlap each other, particularly in the case of purposeful and theoretical sampling (Imelda T. Coyne, 1997: 623). Martin N Marshall claims that; *"The aim of all quantitative sampling approaches is to draw be generalized back to the population. The selection of an appropriate method depends upon the aim of the study" (1996:522).* To get a representative sample of the target population, I targeted Nepalese families living in Ås, Oslo and Stavanger. In order to fulfill the objective of the research project I selected participants from these three places. I had planned on getting an informant from Bergen but she cancelled the interview. For the qualitative sampling I selected respondents aged 30 to 45 years old.

2.4.1 Selecting the participants

Snowball technique was used in this research project to collect the informants, which helped to me to reach the target group. I did not know every informant at the beginning, so some of my friends assisted me to select the participants. In order to get broader information regarding the Nepalese immigrants this technique proved to be an appropriate technique for this research. Snowball sampling is also known as chain referral sampling – is considered a type of purposive sampling. In this method, participants or informants with whom contact has already been made use their social networks to refer the researcher to other people who could potentially participate in or contribute to the study. *"Snowball sampling is often used to find and recruit 'hidden populations,' that is, groups that are not easily accessible to researchers through other sampling*

strategies." (Mack, Wood song and et al, 2005:5-6)⁷. The main target group, in this research was Nepalese immigrant families who had stayed more than four years in Norway. One of the major objectives of this research is to analyze the experiences of their life style and their present status, professions and so on. Moreover, this research project aims to discover the reasons behind their decision to stay in Norway (or other European countries) rather than going back to Nepal. For this purpose, this research has a significant role and worth to the immigrants working in Norway after their graduation from the Norwegian Universities.

2.4.2 Parents of Children aged 1 to 8 years

In this research project the selection of informants was also based on the age of their participants' children. This research aims to explore the parents experience, perception, feeling, and perception as well as their familiarity with childhood education. The parents who were selected all had children below the age of eight. In Stavanger the number of Nepalese families is limited were so only one participant from Stavanger was available for an interview. However, in Oslo there is a large community, so the rest of the sample was allocated there.

2.5 Overview of informants

The table below shows the main social and geographical characteristics of the respondents. Most of the informants came to Norway to study. Other reasons for immigration were family reunifications, and work. The majority of respondents had completed their masters' degree in more than one subject.

Table 1: Research sample

S . N	Age	Sex	Academic Qualification	Living in Norway, Time Duration	Living in Norway (place)	Origin place in Nepal	Number of kids	Ages of kids	work position / category of residence permit	reason for immigration
1	32	M	two (Masters' Degree)	6 year	Oslo	Tanahun, Nepal	1	4 yrs	restaurant / family	study

⁷ See in detail: Qualitative Research Methods: A Data Collector's Field Guide © 2005 by Family Health International. <http://www.fhi.org>

2	34	M	three(Masters' Degree)	6 years	Oslo	Jhapa, Nepal	1	4 yrs	Student/ family	study
3	30	F	(Bachelors' Degree)	6 years	Oslo	Tanahun, Nepal	2	6 yrs, 8months	Nurse/ student	family reunificati on
4	35	M	two (Masters' Degree)	4 years	Oslo	Bhaktapur, Nepal	1	3yrs	Student/ Family	study
5	39	M	two (Masters' Degree)	5 years	Oslo	Sankhuwasabha, Nepal	1	3yrs	Student/ Family	study
6	36	M	two (Masters' Degree)	4 years	Oslo Oslo	Chitwan, Nepal	1	5yrs	Student/ Family	study
7	40	M	Maters' Degree	16 years	Ås	Chitwan, Nepal	2	8 yrs, 4 yrs	Business	work
8	43	M	two Masters' Degree	8 years	Stavanger	Kaski, Nepal	2	8yrs , 5 yrs	engineer	work
9	35	M	two Masters' Degree	7 years	Oslo	Kathmandu, Nepal	1	3 yrs	Dentist	work
10	34	M	two Masters' Degree	6 years	Oslo	Janakpur, Nepal	2	3,yrs 7 months	restaurant/ Family	study

Source: Collected from fieldwork

CHAPTER THREE

Nepalese migrants in Norway

3.1 A short history of Nepalese migration to Norway

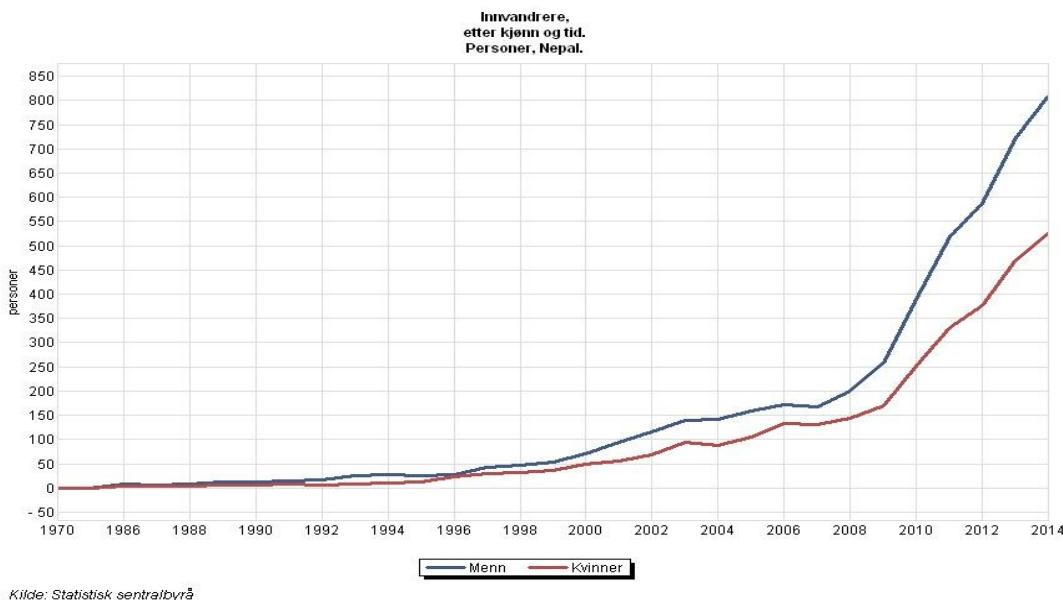
Nepalese migrants are new and late comers in the Norwegian migration history. According to NRNA⁸ Norway, there were only few Nepalese migrants that arrived before the 1990s, and those arrived mostly through family reunification, and as asylums seeking. When the Norwegian authorities shifted their policy for student immigration in 1990s, Nepalese students began to arrive in Norway as a result. There are not enough sources with statistical information regarding the Nepalese student immigration, concerning this Jan-Paul Brekke claimed that, "*there is lack of documentation in the field of international students who come to Norway, what do they do while they are here, who leaves and who stays on*" (2006:19). There is one existing important document describing the field of student immigration in Norway, what was reported by Norwegian Council of Universities called "*The quota arrangement – development aid without direction?*" (Kvoteordningen- hodeløs bistand?) Written by Ingebjørg Birkeland (1995). In the context of student immigration she describes the development of field and the first two years of the quota arrangement. She noted that the ambition of the government to provide programs where English was the main working language was still undecided. This had been a goal of government, but had posed serious challenges to Norwegian universities and colleges. The availabilities of such courses had been seen as a precondition for the allocation of places in the quota program, but exemptions had been granted from the very start. In 1995 the government formally approved the programs with Norwegian as the main working language (Birkeland, 1995:11).

In 1994 the major sending countries of students were Ghana (356 persons granted residence permits), followed by China (157), Sri Lanka (58), India (55), Bangladesh (50), Pakistan (46),

⁸ Non-resident Nepali (NRNA) Norway. "Non-Resident Nepali" means foreign citizens of Nepali origin or the Nepalese citizens engaged in business and/ or various professions abroad excluding the SAARC countries for last two years or more; except those Nepali citizens deputed in the Nepalese missions by the Government of Nepal or Students studying in the Foreign Academics Institutions. "Foreign citizen of Nepali origin" the person who himself/herself or his father, mother, grandfather, grandmother, was earlier the citizen of Nepal and later acquired the citizenship of other countries (besides the SAARC countries) only persons meeting this requirement can be enrolled as a registered member.

and Gambia (40) (Brekke, 1995:21). According to NRNA few Nepalese students arrived in the mid 90s. Statistics Norway 2014 shows that in 2001 the numbers of Nepalese immigrants were 157, though in the beginning of 2014 the number had increased up to 1,418. The recent data shows that, the Nepalese immigrants' families living in Norway have been increasing in numbers, so this increasing numbers inspired me to formulate my research project on Nepalese immigrants.

Figure: 1, Nepalese Immigrants in Norway by sexes (1970-2014)



Source: copyright©, Statistics Norway

With the increasing number of immigrants, come also an increasing number of children with immigrant background.

According to the NRNA Norway, Nepalese students generally enroll for two years masters' program. After completing their masters' degree, the students return back and become involved in different sectors in Nepal. Nevertheless in some cases, students enroll for PhD Program and some of the students that have a technical education background apply for a professional job, and later they apply for their permanent residency. The increasing numbers of students also have been adding to their families and children as well.

3.2 Different categories of Nepalese migrants in Norway Today

The Nepalese immigrants who are living in Norway can be put into different categories. The majority of the Nepalese immigrants, who come to Norway, are students. Other immigrants who arrive to Norway are skilled jobs workers or contract laborers and others arrive because of their marital-relationships. There has been little number of Nepalese asylum seekers and refugees in the past few years. As for now, the Nepalese are 'first generation immigrants' who were born in Nepal and arrived to Norway as adults. However, the 'second generation' whose perception and social integration will be different from their parents, is currently growing. Even though Nepalese proportion in the whole immigrant population is very small, they are a part of the melting pot of Norway. Among them are already settled people with a permanent resident permit which are employed in skilled jobs such as engineers, doctors, nurses, financial expert, researchers and government workers.

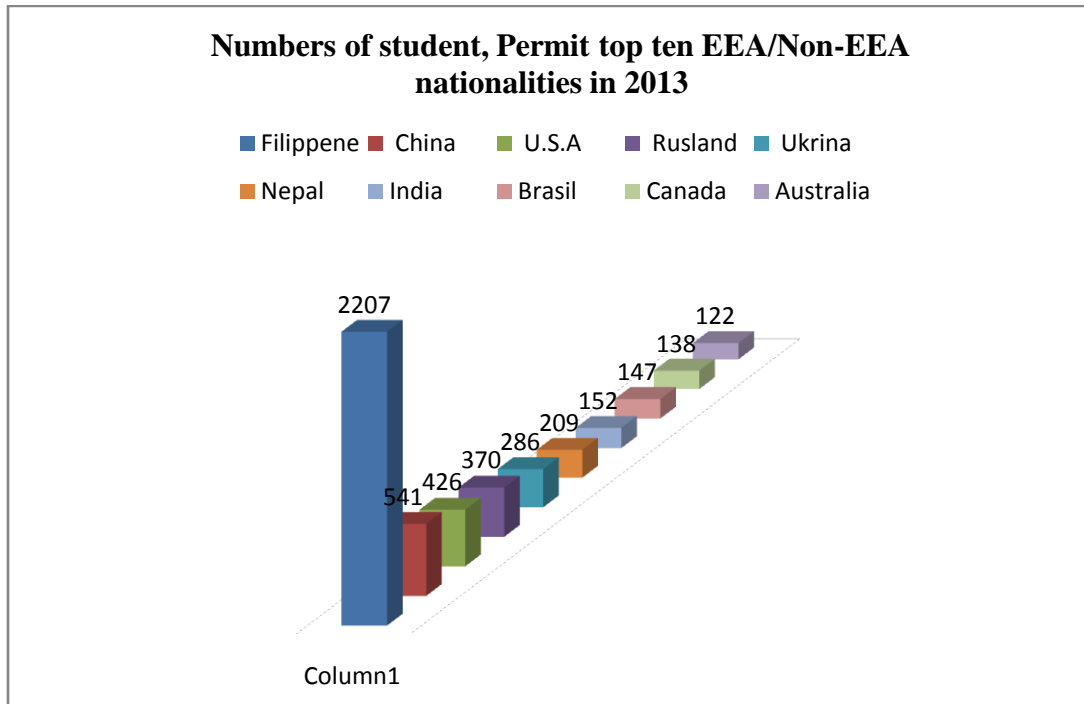
3.2.1 Students

Education is one of the main reasons for Nepalese immigration to Norway. The Norwegian education system seems to be one of the reasons why Norway is considered as an attractive destination through their educational perspectives. Education is one of the leading topics here in Norway. For last 30 years several public and non-governmental organizations have showed an effort to encourage the internationalization of Norwegian higher education. After the late 1980s and during the 1990s, the positive effects directed for less developed countries to motivate for the reception of international students. Norway provides free education for higher education. The Ministry of education, Norwegian Council for Universities as well as Norwegian Center for Cooperation in Higher Education (SIU) is the central actors along with individual universities and colleges (Brekke, 1995:19).

The free education provided by The Norwegian Universities has become popular in rest of the world. Generally Nepalese students arrive in different Norwegian Universities and University Colleges for master programs. However, some students are enrolled for bachelors programs. According to the UDI, Annual Report 2013, education was one of the main components regarding the number approved first time permit granted by citizenship. Regarding the numbers

of international students who are studying in Norway, Nepalese students were in the sixth place, with a student population of 209 amongst other 182 countries and nationalities.

Figure: 1,



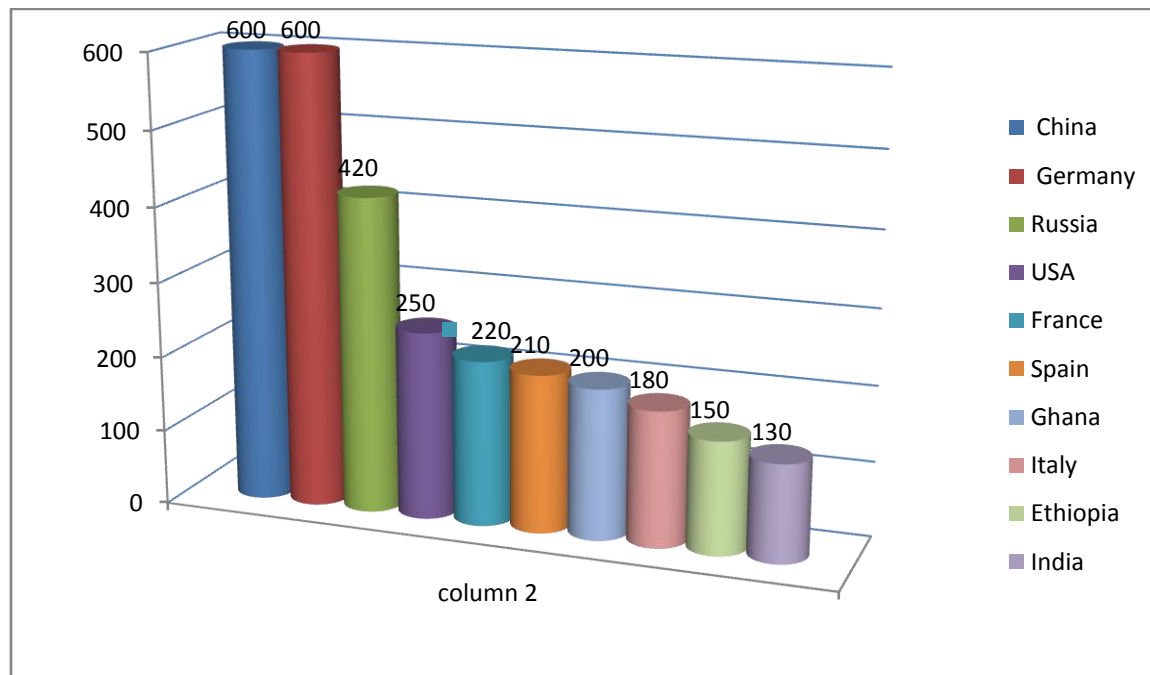
Source: Directorate of immigration

As can be seen in Figure 2, the largest growth of issued students permit, are permits issued to Philippine students. The main reason for that is, that people who migrated to Norway as au-pairs received a permit to study. Another group which has received an increasing amount of issued student permits is Chinese students, in particularly from 1998 to 2013. Figure 3 displays the top ten sending countries including both EEA and non-EEA students in 2003. The three most important Non-EEA sending countries are China, USA and Russia. The EEA countries, like Germany, France, Italy, and Spain-countries that contributed to be increase one decade earlier-are no longer in the statistics as they used to be.

This is a one of reason that in 2013, Non-EEA countries like Nepal counted as the 6th most important sending country of International Student in Norway.

Figure 3

Number of Students from top ten EEA/Non-EEA Countries in 2003



Source: Directorate of immigration

3.2.2 Skilled workers

Skilled worker are one of the categories of immigrants in Norway, who often receive a long term residency permits. There are few types of students who can secure a skill job after they finish their university degree. According to the (UDI), in order to be classed as a skilled worker, you must have completed vocational training, completed higher education or have special qualifications. These are the requirements regarding educational qualifications⁹.

- Completed a vocational training program of at least three years at a upper secondary school level, for instance as a health care worker. To be qualified, there must exist a corresponding vocational training program in Norway.
- Completed education or a degree from a university or a university college, for instance a bachelor degree as an engineer or a nurse.

⁹ see in detail: <http://www.udi.no/en/word-definitions/skilled-worker/>

- Hold special qualifications obtained through long working experience, for instance, combined with courses or seminars. A permit is only granted to such workers, in exceptional circumstances. Your qualifications must be equivalent to those who have completed vocational training.

It is especially those with special qualifications in technical fields that belong to this category such as doctors, engineers, and nurses. According to the annual report 2013 issued by the UDI there were 58 Nepalese people who had been granted a long term permanent residence that year.

3.2.3 Family Reunification

Family reunification is often referred to as family immigration or forming a family, this is one the reasons immigrants arrive to Norway. Those who apply for family reunification scheme are usually a spouse, cohabitant or a child of someone who is living in Norway. Other family members, who may apply, are parents who have children in Norway, those who plan to marry someone in Norway (fiancées/fiancés), foster children and siblings. According to UDI's annual report, UDI processed in total 94,400 applications in 2013. Family reunification was the main reason for their application, other application reasons included; protection, work, and education and so on. The students who enroll to a Master Program in Norway are given right to bring their spouse with them as part of the family reunification scheme. There are few students who are registered in Norwegian Bachelors programs, and they are not eligible for this scheme. When a spouse arrives to Norway, he/she can apply for family reunification scheme after 3-4 months if he/she can bear financial support to for his or her spouse. *"You must have an income of at least 251,856 per year before tax. This can be earned income, grants and loans you get in connection with education and money you or applicant on account. You cannot have received social the last 12 months"* (UDI)¹⁰. The UDI provides an answer normally after 7 months, from the documentation in the case of family members of foreign student in Norway.

*"Today it normally takes **12 months** from you handed in your documents to the police, an embassy, consulate or a Visa Application Centre abroad, until we have finished processing your case. If the UDI has to make additional investigations, it may take longer*

¹⁰ <http://www.udi.no/skal-soke/familieinnvandring/med-en-statsborger-fra-land-utenfor-eueos/?o=s&f=npl&c=npl#link-1157> (2015.03.30)

until you get an answer. If it will take us longer, we will notify you by email or SMS. We use the email address/ phone number which you entered in the Application Portal. This case processing time may change. We update the information on this page once a month". The Norwegian Directorate of immigration (UDI)¹¹.

After the documentation period the spouses are given a DUF number, it is a twelve digit number that is assigned to everyone who applies for residency in Norway. If the applicant wants to act on his/her behalf in connection with his/her application, he/she must authorize that person to do so. That very person can for example be his/her employer, a family member, or another trust person (UDI).

3.2.4 Immigrants on a Short term contracts

The seasonal workers get a six months short term contract. The seasonal or short term jobs in Norway include; forestry, seasonal agriculture, horticulture works, fish processing, tourist industry and hospitality works. In comparison to EU/EEA people from outside of EEA are fewer possibilities. According to the UDI people who are inside EU it is fairly easy to enter and apply for jobs. *"You can be granted a residence permit as a seasonal worker if you are going to do a job that can only be carried out at a special time of the year, or if you are going to work as a holiday stand-in. You do not need vocational training to be granted a perm" (UDI)¹².* Some of the Nepalese immigrant workers arrived in Norway as contract laborers. Some were working on the hiking trails, their task was to build new stone steps on a hiking trail to the top of the mountain Gaustadtoppen which is located in west of Oslo. Other employed in repairing hiking trails up to Preikstolen (Preacher's Chair) which is near Stavanger on the south-western coast of Norway. The Sherpa (an ethnic group of people origins in high mountain areas in Nepal) team has been contracted by the Tinn and Vinje municipalities each summer for the last four years to develop trekking trail at Goustadtoppen. For several years they have been brought to Norway by a company run by Geirr Vetti. In the summer of 2013, there were 29 Nepalese people who came from the Khumbu region which is in the Eastern part of Nepal, situated at 3840 meter over the

¹¹ <http://www.udi.no/en/word-definitions/guide-to-case-processing-times-in-family-immigration-cases/?go=2&c=npl> (2015-03-30)

¹² <http://www.udi.no/en/want-to-apply/work-immigration/seasonal-workers/> (2015-3-30)

ocean. These workers are working in different parts of Norway, as seasonal contract workers in the summer.

Figure: 4, Nima Nuru Sherpa guides the Ecuriel helicopter perilously close to the side of Gaustadtoppen (1,883m).



Sources: Nepali Times Buzz¹³ 25-31 July 2014.

Figure: 5, The Nepalese working just below the tower on the summit of Gaustadtoppen, make it look easy to move a stone slab weighing almost one ton. (Left) The cone-like summit of Gaustadtoppen at 1,883m which offers a 360 degree view of the Norwegian countryside is a 3-hour drive from Oslo. (Right) Marit Bakke

¹³ <http://nepalitimes.com/article/nepali-times-buzz/nepali-sherpas-making-steps-in-norway,1539#.VBSnZqEEufY.facebook>



Sources: Nepali Times Buzz 25-31 July 2014.

3.2.5 Nepalese Step - immigration

According to the NRNA, some Nepalese immigrants living in Norway got their first residence permits or citizenship in other countries such as in Portugal, Sweden, Denmark, Poland, and Spain. Those were generally obtained through asylum applications or through intercultural marriage. From 1996-2006, Nepal was hit by a civil war and many fled the country. According to the UDI Annual report, in 2013 there was only one Nepalese asylum seeker in Norway.

3.2.6 Language Program (Job Seeker Scheme)

The Norwegian Authorities organized the job seeker scheme; however it was not successful. According to NRNA around 50 Nepalese have arrived scheme and more people were on a waiting list. The scheme was terminated from May 15, 2014 by the authorities. Just few Nepalese were able to successfully obtain a professional job in this scheme, few of them started on a university degree, while the rest returned back to Nepal.

During my non- formal conversation I meet one of the informants, she explained that: *"I am a dentist I completed my study from England, then I went back to Nepal. Two years before I applied for this Norwegian Language scheme and I came here in Norway. I completed Norwegian language course and now I got a job in the hospital"*.

3.3 Nepalese Societies

Nepalese people are scattered in different cities across Norway and they have formed different Nepalese societies in the main cities. According to the information provided by Non-Resident Nepali Association (NRNA) Norway, Nepalese are living in different major cities in Norway, for instance Trondheim, Tromsø, Bodo, Alta, Oslo, Ås, Bergen and Stavanger.

They have formed different Nepalese societies, these societies are non-profit organizations working exclusively for charity, literary, and educational activities. For instance, Helping Hands for Nepal-Norway (HHN) has organized charity programs. They have presented the latest Nepalese movies, and hosted bingo events in Oslo city. The collected funds the accumulated have been spent to assist school children in the countryside of Nepal.

These societies aim to promote a greater knowledge and understanding of literature, art, culture, values, manner, social customs, and other facts of diversities and similarities among Norwegians and Nepalese people in Norway. These Nepalese societies offer different activities and throw celebrations in the cities such as; welcome and introduction program for newly arrived students, *Dashain and Tihar* celebration which is a great festival which take place in September and October, *New Year* Programs (takes place around mid April, and *Haritalika Teej* (special festival for Hindu's women that takes place in August).

3.3.1 What and where

The Nepalese societies are formed in different Norwegian cities:

Nepalese Societies in Norway		
S.N	Name of societies	Year of foundation
1)	Norway-Nepal Association (NNF)	1984
2)	Non-Resident Nepali Association (NRNA) Norway	2006
3)	The Nepalese society in Trondheim (NeST)	1999
4)	The Nepalese society in Ås (NEPSA)	2004
5)	The Nepali Bergen society (NEBERS)	2006
6)	Nepalese group in Stavanger	2011

7)	Nepalese Student Community in Oslo (NESCO)	2007
8)	Helping Hands for Nepal-Norway (HHN)	2013

Table: 1, Source: Non-Resident Nepali Association (NRNA) Norway

3.3.2 Social and Cultural Roles

Social and cultural activities are the principle objectives of these societies and they aim to give synergic effect by connecting all the Nepalese citizens with a high sense of fellow-feeling and belongingness to Nepal. They further aim to conserve their own cultural and religious values. Socially these societies are connected with larger Nepali Diaspora both within Norway and abroad. Nepalese communities are growing in Norway; they need guidance and a source of leadership. In the cultural level these Nepalese societies promote their festivals in order to develop their relationships and collaboration with other religions and social groups. The further objectives of these societies are to foster positive communication, mutual respect and cooperating amongst Nepalese. They wish to promote and facilitate awareness of Nepalese art, culture, language, traditions and values. Moreover, they wish to provide information and moral support to their members and the newly arrived Nepalese students and to promote and maintain the interests and welfare of the Nepali community. NRNA Norway has been recognized for playing a very proactive role in promoting and preserving multiculturalism in Norway. In recent years, NRNA Norway has tried to drive the community spirit amongst the young Nepali generations through sports activities. For instance, The Nepali Karate team gained the third position in the - 60 kg Kofuk (Karate) World Cup 2015 which was held at Leikvollhalen, Asker, Norway on 29th March 2015. NRNA organizes different types of occasions for interactions/gatherings like The Nepalese Republic day and the Women's day, which was held 8th March Ulvenveien 83, near Økern (NRNA' office)¹⁴.

A massive 7.9 magnitude earthquake hit Nepal on the 25th April 2015 and killed nearly 10,000 people in Nepal. It is one of greatest tragic events in the Nepalese history. In this catastrophic situation, Nepalese Student Community in Oslo (NESCO) and The Nepalese society in Ås (NEPSA) collected some donation from individuals in collaboration of NRNA Norway.

¹⁴ <http://www.nrnnorway.com/index.html>

Moreover, these organizations collaborated with The Norwegian Red Cross to assist the Nepalese earthquake victims.

3.4 Nepali School in Oslo

During the field report I attended an Annual General Meeting (AGM) of NRNA Norway on Sunday 2nd November 2014 in Ulvenveien 83, 0581 Oslo. I got the opportunity to meet Sanom Rana, the coordinator of Nepali school in Oslo. He has been living in Norway for 21 years. According to him, the school was founded on 28 August in 2013, at Romsås in Oslo. The four teachers who are teaching at the school are volunteers. The school is run by contributions of NRNA Norway and some immigrants' families. Nepalese children from different parts of Oslo attended the classes, still the majority of the children are absent, because of their location or because their parents are preoccupied. Also, may be recent immigrants have less time to attend such school as they adjust to a life in a new environment. During the interview, I found out that children learn the Nepali language and culture generally at home or at some of the gathering programs such as the like largest Nepali festivals, The Nepali New year.



Source: collected from field visit

3.4.1 Influences and the impacts of The Nepali School

"We had really felt the need for a school where children can learn the Nepalese language, history and culture" said coordinator Rana. According to Statistics Norway 2014, the number

Nepalese in Norway has sharply increased over the last decade. At the beginning, six Nepalese families who were living Romsås and had been living there for a decade, discussed the possibility of forming a school for Nepalese children. As a result, the Oslo commune provided them with a classroom at Romsås. The class runs once a week, on every Tuesday from 17:00-19:00 and is open for children above 6 years old. The Nepalese parents with school aged children gave an overwhelming support for this school. The objective of this school is giving the children an opportunity to learn the Nepali language, culture, customs, and to know more about the country of Nepal. This Nepali school is run with the idea to provide students exposure to the Nepali language and the Nepalese socio-cultural practices in Norway. The target group of this school is children from the age of six to twelve. The school attempts to provide the younger generation of Nepalese students a platform in becoming wholesome and grounded persons, who can embrace both the ways of their ancestors and their new home, Norway. The Nepali school component is driven by the Academic Staff that consists of academics with a wide range of teaching experiences and those with deep interest in teaching. Currently the school is operating at Romsås center. Moreover, the goal of this Nepali School is to promote Nepalese culture and heritage in the Nepalese community in Norway. The School curriculum includes instructions in reading, writing, and verbal communication in Nepali as well as cultural education. They believe that by improving their community's knowledge and understanding of Nepali culture, it will help them to keep the Nepali customs and traditions alive in Norway.

3.4.2 Future Plan and Funding Challenges

The coordinator Rana said *"As Nepali expatriates in Oslo, many of us have recognized a need for our children to connect to their roots and culture. At the Nepali School we will focus on education that will impart to our children a greater knowledge and appreciation of their cultural heritage and language, in the future we have plan to coordinate this opportunity with other Nepalese associations in Norway"*. It shows that, NRNA plays significant role in conserving the Nepali cultures and values. The school is running completely on voluntarily basis, so it seems challenging to run it in other cities. In this concern the role of NRNA Norway seems important to co-ordinate with all the Nepalese associations existed in Norway. That helps to make easy to promote Nepalese language and culture.

3.5 Nepalese Restaurant in Oslo

There is an only one Nepali restaurant in Oslo. It is known as Nepali Kitchen, and it is located in Kristian Augusts gate 19 Tullinløkka Oslo. The restaurant is run by a Nepali family, Sakun Brother Rosan and mother Indira Giri. They have been living in Norway for four years. They hired a Nepali cook and the restaurant is famous is for pizza, pasta, mo:mo, including Nepali famous delicious food daal bhat. The Norway- Nepal Association had organized programs in this restaurant and the organization has recommended the food.¹⁵

Nepali Restaurant in Oslo



Source: Norway-Nepal Association¹⁶

¹⁵ <http://norge-nepal.no/category/bloggen/>

¹⁶ <http://norge-nepal.no/>

CHAPTER FOUR:-

Migratory Experiences

This chapter stresses more specifically the families' daily activities, cultural and linguistic differences, economics components, jobs and studies. After the presentation of migratory experiences the challenges Nepalese immigrant families faced will be presented. The main focus will be on adaptation or adjustment challenges in their everyday life as foreigners. Those challenges are related to several issues including food, weather, social interactions etc.

4.1 The migratory experiences of Nepalese families

In this subchapter I will focus on some issues related to their feelings about Norway, their daily live activities, and so on. This subject is informative, inspirational as well as significant for the new-comers and new generations. The selected Nepalese immigrants for this study were parents who have children aged below eight. However, the perspectives and experiences amongst these targeted Nepalese families share some similarities and differences. Most of the participants had a student background and studying different universities and colleges around Oslo. As students all of them spent their student days in a similar way, between their universities, dormitories and the work places. Their social life is somehow very limited. Most of the students said that they are working in the weekend. Their jobs and daily activities are generally depending that how long time they had been living in Norway. The immigrants who had been living in Norway for more than six years and those who were professional workers, were more involved with their skilled jobs and had a different perspective on their way of living and could manage themselves in their own home.

4.1.1 General thoughts and feelings about Norway

Concerning the participants' thoughts on Norway, as a destination for study, work and lives styles, the participants were mainly positive about it, except because of some minimal issues. During the interviews I paid particular attention to the facial expressions and body language. Respondent N8 explains:

I have been living in Norway for eight year so, I am learning and developing myself and enjoying every moment in Norway, Norway provides equal opportunity for local Norwegians and skilled people from other countries. I have been given the opportunity to learn and grow in my professional career.

As this statement portrays, the informant is positive, respecting and valuing the Norwegian system. According to him all the differences in values, norms, convictions and lifestyles are easy to accept and appreciate. Similarly respondent N2 answers as follows:

I am not alone here, I am living with my family so it is not difficult, my son, he is now three years old, and almost in every year, mostly in December we go back to Nepal, here it is too cold, snow and dark and It's great opportunity to meet my parents and relatives in Nepal so I am enjoying.

Apart from these reflections and statements regarding the views on Norway, respondent N6 replies that: *"Living in Norway it is good, little difficult in winter, wonderful summer, great opportunity to study but less in professional work, specifically good future for certain technical fields, however language barrier"*.

The respondent believed that there are steps that need to be taken in real life. The enjoyment of living in Norway is different in the dark and difficult winter than in the wonderful summer. However, it is inspirational for the new comer to experience the climate and career opportunities. Respondent N7 explains as follows: *"Norway its good country, I got opportunity to know new cultural-exchange, new technologies, in some extend I am economically independent"*.

Moreover, in my additional query on regarding opportunities living in Norway, informant N2 says that:

There are some opportunities specially for science background BUT Life is complex without Norwegian language, I am student of Manufacture Technology I have applied for jobs but I found language as a barrier, one of my classmate friend after his degree he learnt language then applied for job now he got skilled job in Bergen.

Similarly, Participant N9 said that: *"In my experiences here are some opportunities for certain professions, I am a dentist I completed my degree from here, I returned back to Nepal and applied for skilled job so again I came here in 2006"*.

4.1.2 Daily Activities and Challenges

Regarding daily activities, the respondent varied in their experiences and views. Respondent N8 explained his days in this way:

I am very much occupied with my office job (office and home) at home. Usually I am with my kids whenever they are at home, mostly during breakfast, dinner, school assignment and indoor - outdoor playing activities with family, especially for my kids, in the weekend I go outside for shopping with them.

The respondent has been working as an oil engineer, where as his wife works in a kindergarten. They have been living in Norway for almost a decade. What the respondent found the most challenging in Norway was that: *"Most challenging thing is Norwegian language and long waiting period to receive appointment with specialist doctors for the treatment whenever needed"*. Similarly, in my query to the next informant N1 said that:

I do have just part-time job, so mostly I spend with my daughter, I go outside with her during the weekend. My wife she is a student of Bachelor of Nursing, it's her final year, so she is busy for study and work. I do spend more time at household work with my daughter in working days, home to kindergarten, kindergarten to home.

This is one of the participants that completed his master degree in plant science, he expresses his challenges:

I have completed my maser degree in biology, in plant science from Norwegian University of Life Sciences NMBU, here in Norway it's a lack of opportunity in related field but it's very difficult, for academic field, technical field are more easier than non-technical.

The respondent had been living in Norway for six years. Informant N4 explained that, *"My wife and me busy at work and study however we try to spend a lot of time with a son, listen to him,*

and answer his innocent queries, playing with him, taking him out for fun etc. In Norway little challenges is to adopt new culture, new language and weather".

4.2 Experiences and perceptions of Norwegian Kindergartens

When I asked the participants to talk more specifically about their experiences and perceptions on the Norwegian kindergarten, it seems that their views were mostly similar, except in some instances.

4.2.1 General Thoughts on kindergartens

Regarding the participants general thought on the Norwegian kindergartens, the participants responded with some positive as well as negative answers. Respondent N8 expresses: *"Kindergarten in general are good, but in some cases, some staff at kindergarten does not feel comfortable to speak English and we lack information about the child and their activities in the kindergarten"*. As mentioned, this respondent found that language was a problematic barrier in his communication with the kindergarten. Respondent N4 express his views: *"Kindergarten is very useful to him to learn about new environments, friends, language and culture. I hope he is adopting well in the kindergarten"*. Similarly another informant argued that: *"It is a very good place to grow child and give them environment. It is a place for them to be socialized"*. Similarly, respondent N2 said:

Kindergarten is very good, they provide good facilities, normally we send food box, however, they themselves also provides food, manage for sleep the children around one hour, then for refresh they take outside, in zoo, fishing, forestry safari, and playing different games, so they provides good support and amusement environment.

Among the several informants some of the respondents express that: *"Kindergarten is very expensive and the next thing they do not teach children, every time they just focus on playing"*. Interestingly, informant N5 argues *"If you want to know the education system in Norway, they do not provide quality education to children and education is very late"*. Respondent N1 provided similar answer:

The concept of Norwegian Kindergarten is good for them but for foreigner it is not so much helpful in my view, because they do not teach anything for children until five years old. They just teach beginning letters (A B D C) after age of five, so I am not satisfy with this system. And next important thing 'they said right for education to the children' but it's too difficult to get admission seat. If child don't get admission, they put in waiting list, so child has to keep at home so it's difficult to care whole time at home. So in my opinion the kindergarten should be managed by the birth rate and pass out rate of children.

These respondents answered with their personal experiences, which is based on their childhood education experiences in Nepal. In the context of Nepalese education, children are generally taught and learn before the age of four. Around the age of five, Nepalese children can read and write. The participants stated that they usually go back to Nepal every year and thusly, they compare to their children to a child of the same age in Nepal. So in comparison to a child of the same age, they found that the Norwegian education system is late in teaching children compared to Nepal.

4.2.2 Challenges Related to kindergartens

In my opinion, the Norwegian kindergartens face some challenges. One family explains in detail their struggle to find a place in a kindergarten, informant N3 mother explains:

We had problems because we did not get admission for our son we were in waiting list for four months, it created a problem because we have changed commune. And it is not only my problem, generally immigrants parents are busy their work as well as their study, they earn few but have to manage everything that's why parents cannot give proper time to their children so

They send earlier and return back late, however sometime we did not get proper care to the children even in kindergarten. Next problem they always eat beef at kindergarten that's a problem.

Similarly respondent N8 expressed some problem he had related to kindergarten "*The parents meetings were not so effective in discussing about the child's development and activities in the kindergarten due to communication problem between parents and staff to the kindergarten*".

Informant N4 says that *"At the beginning he has little difficult to follow and understand kindergarten activities, and rules but solve with manual communication"*.

Regarding the same issue, respondent N2 expressed similar experiences: *"The main challenge related to kindergarten is especially in winter season and next problem we are vegetarian so we faced some problem at beginning."*

As the respondents of these two families stressed concerns with the kindergarten especially related to the weather conditions and the fact that they are served meet in the kindergarten, especially beef.

4.3 Adaptation Challenges

This sub-chapter presents the challenges of several issues that the Nepalese people met during their stay in Norway including food, weather, social interaction, economic condition, weather and self –perception. Moreover, it will stress the significant question on the relationship between favorable living experiences and the mobility options, especially regarding their decision to stay in Norway for a long term or a short term or if they decide to go back to their home countries as soon as their graduate.

4.3.1 Social Interaction

Social interaction is the way of people talk, act, or refers to their ways of interacting. It refers to the dynamic, changing sequences of social interaction. Particularly refers to the structure of an individual or a group and it may include living, sleeping, eating, drinking, playing and so on. Social interaction is also known to be the social exchange between more than two individuals. Non- verbal communications, exchange, eye contact, body language, cooperation, are examples of types of social interaction. Clothing or hair style can also refer to a form of non-verbal communication. By the medium of social exchange we exchange particular goods and perspectives. For example, The Nepalese have organized different occasions like; Cultural Program, Festivals, New Year celebrations, and invited colleges', friends, teachers from different cultural backgrounds. During an informal interview at a Dashain festival, one of informants from the organizing team explained; *"we are very happy to celebrate our Dashain festival in Norway, we have three Norwegian and one guest from Greece. It's our pleasure to celebrate our festival*

with international guests". One of the respondents, who had been living in Norway since 2009, expresses her own experience:

I realize when you live in a new country with a different culture; you should respect their culture. Something that is not appropriate in our culture may be an everyday life in different culture. It is very important that one should not expect the same social life as 'we experience in our countries.' In Norway they have different way and it's their culture. Though it is generally considered Norwegian to be cold and reserved, if you approach in the right way they are very nice and helpful when you need. Now I enjoy Norwegian potatoes and salmon as much as I do Daal Bhat¹⁷ and 17th may as much as I do Dashain.

Apart from this reflections and statements regarding inclusion, she has reached a stage where she is able to accept difference and similarities, now she feels, relaxed and confident, and she became more familiar with situations and feels capable to cope with new situations based on her growing experiences.

4.3.2 Language Barriers

Language is power; by the medium of language we are able to exchange, knowledge, opinions, feeling, believes, wishes, threats, commands, thanks, promises, and so on. Many respondents acknowledged that they had experienced language problems, especially during job seeking and social interactions in their everyday life. Here in Norway, the Norwegian language is the main medium of communications in offices as well as in public spaces. A person level of Norwegian can contribute to a significant level of stress. In this study, almost all of the respondents stated that the language was one their most challenging tasks. Some of the respondents explained, that language problems had stood in their ways when seeking for employment. Respondent N1 said "*Here language is one of the main challenges. I attended many job interviews sometimes I was disqualified because of language.*" Similarly respondent N10 expresses his opinion:

I am a student of social science, I completed my Master's Degree in social work, I have one experience, once I had an interview at Amnesty International Norway, I had similar

¹⁷ Nepalese delicious food: - Rice, green vegetable curry with lentil soup. Generally Nepalese people eat twice a day. I think it's is one of the cuisines in the world that, if you eat Daal Bhat in Nepalese restaurants you can eat as much as you want within same price.

work experiences before, at the beginning I was selected I became very happy, but at last section I did not select, the reason they gave me was, lack language competencies.

One of the Respondents explained in an informal conversation, her first days in Norway:

Though the tuition was free, surviving in Norway was very difficult because of extremely high living cost. I, along with my friends, started to try to find a part-time job. With no connection and no knowledge, we started to find jobs in shops and restaurants. Then we realized that without fluency in Norwegian language, it was very difficult to find job.

4.3.3 The Climate

The climate is one of the main challenges for Nepalese families in Norway. Geographically compared to Nepal, Norway is an Arctic Country. The temperature is the main aspect. Nepalese are far from being used the temperature in Norway especially during the winter season. The difference in the weather creates difficulties in the lives of many families. During the interview, some of the families expressed that they travelled to Nepal and other countries every year in the winter because the winter season is to challenging for them. During an informal interview, one of the informants explained her difficulties:

The difficulties began when the winter started. The short and cold days with a never-ending darkness were difficult to cope with in the beginning. The slippery roads and wearing tons of clothes was difficult. But as time went by I started to enjoy each and every season. I never enjoyed the sun so much as I do now. I started to value the sun, the beginning of the spring, the colorful autumn, the precious summer and even the joyful Christmassy winter.

4.3.4 Foods and Alcohols

During the adaptation phase in a new environment, food and alcohol also play an important role. The way of living in Norway includes adapting to new, consumption habits, foodstuff and drinks. Generally Nepalese people are most Hindu by birth; being a Hindu means they have food restrictions. For instance, they do not eat beef by religion. One of the participants expressed his experience:

I and my friend had attended in a party organized by KIA church; we had send participant fee 50 NOK per person and conformed one week before, when we attended party, we knew that they had prepared food mixed with beef, we told them that we do not eat beef, however they did not take it seriously, one organizer said that 'if you don't eat meat you drink soup'. It was really uncomfortable for us, we were in dilemma, and our soul was trembling, whether to take soup or completely reject party. But at last we took couples of spoons of the soup.

One participant told about his experiences regarding the alcohol consumption, "In our country we, Nepalese people do not drink any kinds of alcohol in the morning rather we take tea or coffee, whoever in the context of Norway here people drink beer or wine in the early morning". In their opinions eating habits differ from culture to culture. In the beginning of the adoption phase it was really difficult for them to adjust to a new environment.

4.3.5 Financial Difficulties

The students were admitted to the Norwegian universities as a scholarship holders or self-paying students. Only few students were in the quota scheme however, most of the students are self-paying students. One respondent explains his financial difficulties:

In Norway, even though the tuition is free, but for surviving with, Norwegian standard is very difficult because of extremely high living cost. I pay for my single room 4200 NOK per month. For whole 1st year I brought money by myself though for the 2nd year I have to earn it myself, it's really difficult to find a job, because there is not enough industry here in Norway. Finally, along with my friends I started a part-time job in the restaurant.

According to the self-paying student respondents, the financing is a common problem. Generally the students who come for studies in one of the small cities for a whole year are deprived of jobs. Most of the students have a financial support in the beginning of their first year from their home country; however, for the second year they have to search for a job in order to survive themselves. Financial difficulties are also expressed regarding health care issue. In their opinion, it is very expensive to have an appointment with a specialist doctor like a dentist. Furthermore, applying for renewal of their visa is one of the concerning issues for students, according to the informants, they must have enough money or a regular job to get a renew visa. The Norwegian

authorities (UDI) have in place a one year visa system. During one of the informal conversations, a student informant expressed:

I am a student of second year, I applied to renew my visa in June, I did not have enough money in my account and I just had a summer three months job contract, but UDI rejected my visa by showing financial problem, again I search for a new job and appealed my visa I am still I am waiting for my visa.

Responding to the experiences of students' opinions, it is important to have enough bank balance and a source of income as soon as possible and in all this respect.

4.3.6 Influences of "Black Hair"

Including the Nepalese, Asian people have by their origin black hair. They are influenced daily, directly or indirectly by their black hair. Regarding the black hair, Respondent N3 expresses her experience:

My son now he is six years old, he speaks Norwegian and little Nepali, he was born here in Norway and he has a lots of friends from different cultural background, however I noticed that, in the school he feels more comfort and like to interact with the children with black hair. He can't express his feelings and activities easily with other children, as he can with more like Asian children.

Similarly one informant, who has been living in Norway for 21 years, he recalls:

I came to the Norwegian University of Science and Technology NTNU in Trondheim in 1994 as a student of computer science; we have just few friends from Nepal. When we saw some students with black hair from other countries, we felt more like own friend, and impatiently introduce with him or her.

4.3.7 Homeland as a source of stress

Geographically Nepal and Norway is very far away from each other, the differences regarding; culture, religion and climate can make people homesick. From the interview as well as the informal conversations, I could notice that the reason behind the migration to Europe is due

economic reasons, hope for a better future, search for a better education, and so on. However, some of the informants expressed that they had experienced a culture shock, when trying to adjust to the Norwegian environment in the beginning.

Cultural shock is precipitated by the anxiety that result from losing all familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways which we orient ourselves in the situations of daily life: when to shake hands, what to say when we meet people, when and how to give tips, how to give order to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not (Kalervo Oberg, 2006:142).

A “culture shock” is normally a temporary phase, slowly it can be minimized. For instance, by making friends with other international students, by keeping touch with home, familiarize with people and by engaging in groups and societies. Concerning this one informant tells about her past:

We missed home a lot during the festivals and new year but when we came to contact with a Nepalese family living in Stavanger, through this family we came to contact with few more Nepalese families (some –half Nepali family). We were very happy to be in contact with them and felt like our families. Then we started to have gathering in special occasions and festivals, which still are continuing. These celebrations among Nepalese give us some compensation.

In the opinion of some of the respondents, engaging in group societies helps to minimize the culture shock. One of the reasons for stressing to the student is gap between their high expectation and difficulties of real life. However, they generally think that living in (Norway) is easy and comfortable for studying, as well as to earn some money. They believe that Europe is a place where they can earn money easily. However, when they are faced with the real life situation it is completely different. So, when their expectations are not met in the real life, they can experience discomfort and dissatisfaction. These high expectations can become a serious stress factor as was expressed in one of the informal conversations: *"I am a Lower secondary level English teacher in a government school, in Nepal. I came here for higher education and*

better job opportunity, but it's a very complex situation, I did not find any job here, Now I missed my job, family, relatives, I am going back soon".

CHAPTER FIVE:-

Geographical Mobility

This chapter deals with the mobilization of the Nepalese immigrants who arrived to Norway. More specifically, it aims to describe their job mobility within Norway. Moreover, the chapter will focus on their relocation to the other countries from Norway, and will give brief explanations of the planned migration of the Nepalese families.

5.1 Geographical Mobility

The influence of geographical mobility is changing dramatically throughout the world. In today's globalized world, the influence is increasing day by day. Importantly, with the human needs such as high standard of living, better education, financially secured future, facility of infrastructures, cultural and religious persuasion drives the person to mobilize in such facilitated area. Geographic mobility refers to the means by which human resources can move to their highest valued need (Julie Davanjo, 1976: v). In Julies Davanjo's view geographical mobility refers to the rationale value and analysis that human resources of business need for production, and career development. Additionally, Creswell. T and Merriman Peter explain in a broad sense that; geographical mobility covers diverse scales of movement *'from the step of the walker to the inner continental migrations of refugee' and histories as well as the geographical motilities... from the medieval tramp and bridge to contemporary migrant workers and museums'* (2011:11).

5.2. In Norway: Place related mobility and job related Mobility

Nepalese immigrants are scattered across different cities in Norway. Their place related (living arrangements) and job mobility plays a significant role in their geographical mobility. Different families are moving from one city to another to seek for job opportunities and as well to find a favorable place to live. The increasing economic and political connectivity influences the mobilization of an individual. The mobility of each individual is dependent on the family conditions, types of jobs, children, and individual interest. In this concern N.F Schneider and Ruth Limmer argue that:

Mobility decisions are influenced by family circumstances, and job related factors as well as individual dispositions. In particular, family criteria and ensuring occupational career of a partner and consideration for children, who ought to be spared the burdens of mobility, have the largest influence on the mobility decision. Next in line are job-related consideration, most notably better career and salary opportunities as well as avoiding unemployment (2008:126-27).

One of my informants tells that he has moved several times within Norway (N8) as follows:

"I completed my higher degree in oil engineering from Trondheim and I stayed there almost four years. After then I shift to Oslo. Cold weather and frequent falling of snow didn't suit my family members and finally we decided to stay in Stavanger. And now I am working here and living with my two kids and wife. We are enjoying every moment in Norway."

Regarding his future family plans, other possible destination countries or other possible jobs, he said: *"Most likely, and because of children's education, my family will stay in Norway permanently. They also have friends here and they enjoy Norwegian food, culture and like the people"*. Similarly, next informant said that: *"I came in Norway in 1994 as a student of computer engineering in Trondheim. I stayed until 1998 there, then got job in Oslo, since 1999 I have been living and working in Oslo with my family"*.

Concerning respondent N7 future plans he said: *"I am in Norway since 1999, August, I have been running my own small business, and I have two sons and wife. My wife is doing PhD research; we have planned to live here in Norway permanently"*.

Some of the informants who have been living in Norway with a skilled job for over a decade with their families decided to live in Norway permanently. However, the late comers expressed that they are planning on to returning back to Nepal and some of them have even intended to move other countries.

5.3 Seasonal Migration

Seasonal migration has through history been part human of the livelihood strategies. Seasonal migration is caused by various reasons of people. Generally people move from one place to another for different reasons, for instance because of employment, climate change, weather,

agricultural activities, by their interest, and so on. To some extent, seasonal migration is undertaken in order to improve the economic conditions of the household. In rural areas seasonal migration is a practice of improving their income. Regarding the context of seasonal migration, the Indian writer, Smita argues in her project report: *Distress Seasonal Migration and its impact on Children's Education* the following;

Migration takes many forms, and there is a significant diversity in migratory patterns. Migration for agricultural work, is often of short duration, may takes several times each times, with family making trips of between four to eight weeks for snowing, harvest or transplantation activities. These types of migration commonly features small family groups, travelling over short distance and working highly scattered areas, making them difficult to trace (Smita, 2008:7).

However, other reasons of seasonal migration cab occur because of the impact of climate change. People move seasonally in search of a favorable climate and weather. For nomadic peoples and pastoralists, such a migratory movement is part of their livelihood. The international community has begun to slowly recognize the wide linkages and implications that changing climate and environment is having on human mobility" (Leczko and Aghazarm, 2009:13).

5.3.1 Norway-Nepal-Norway

In context of Nepalese immigration to Norway, seasonal migration occurs mainly because of the weather. In order to avoid distressing snow and darkness, they travel back to Nepal as well as other countries in the winter. According to the informants, the weather in the months of November, December and January are the most difficult periods to cope with for them. Informants N2 explains: *"Every winter season especially in December, we go back to Nepal for a month because of coldness, darkness and snow"*. Additionally, another respondent expresses: *"In the beginning I was very curious and happy for snow, but when the days become shorter and shorter with absence of sun, I missed Nepal so much. It's my 5th year living in Norway; I go to Nepal every year in the winter"*. As the respondent explained, the winter season is especially difficult to adjust to.

From the geographical perspective, Nepal is a mountainous country, covered with Snow Mountains in the northern part. However, in the Hilly region and Terai region (flat land) the Nepalese people have never experienced snow.

5.4 Circular Migration

Circular migration is becoming more and more common; human resources are following the core areas to the peripheral areas (for instance rural areas to cities, low income to higher income countries). The Migration Policy Institute (MPI) 2007 described circular migration as "*a continuing, long-term and fluid movement of people among countries that occupy what is increasingly recognized as a single economic space*", Circular migration might be temporary or permanent, and many migrants would lead truly transnational lives that would engage them in both home and host countries (Kathleen Newland 2009:7). Circular Migration has become an important type of human mobility in the today's contemporary society. Similarly, Graeme Hugo argues that "*Circular migration refers to repeated migration experiences between an origin and destination involving more than one migration and return. Effectively, it involves migrants sharing work, family, and other aspect of their lives between two or more locations*" (2013:2).

In the present time, the modern technology, communication has facilitated mobility and therefore increased circular migration. It has number of advantages both for the countries of origin and countries of destination. On the one hand, circular migration can give receiving countries the possibility to meet labor shortages, with a certain flexibility (seasonally or short time contracts for example). On the other hand, it may also provide financial benefits to the countries of origins. At the same time, circular migration can also have some drawbacks. Amelie F. Constant, presents some disadvantages of circular migration in her discussion paper *The Economics of Circular Migration*:

Receiving countries may face grave compliance problems and illegal "overstaying" if migrants do not conform to the terms of the circular migration program and do not return to their homelands. However, even if guest workers overstay under a legal status, the receiving countries suddenly face increased migration and have to provide for these individuals and their families (2012:11).

5.4.1 Nepal-Norway-Nepal (Return-migration)

The information provided by the NRNA on general trends shows that; the different types of Nepalese immigrants, who arrived in Norway, mostly returned back to Nepal, while others went

to other countries. Most of the Nepalese students stayed in Norway for three years and then returned back to their home country. Few people remained to complete a PhD program or stayed because they got a skilled job. According to the information collected from respondents regarding their future plans, most of them said they were planning to go back to Nepal after few years (short term living). During the informal conversation, one of the respondents replied that: *"I will complete my master's degree from Oslo University in two and half years (extended 6 months for thesis) and I have applied for a job seeker scheme for the next six months. Now it's has been almost three years and in August I will back to Nepal"*.

As stated by the respondents, students generally return back home after their short term stay in Norway. However, the exact data regarding students who continue living in Norway for a long term or the data regarding those who return back to their home countries is still unavailable from NRNA and UDI.

One family who has been living for six years in Norway replied the following when they were asked about their future plans: *"We plan to live here in Norway around ten- twelve years further and then return back to Nepal"*.

Correspondently, informant N4 answered *"We have planned to stay here around a decade with family. But this will possible only if we get professional job. Hopefully we will get soon"*.

5.5 Planned Re-migration

Different countries use different tools in order to regulate immigration flows. Planned Circular Migration schemes in different countries have different rules, which are effective for the regulation of intensive immigration flows. *"The global economic downturn has forced the governments around the world to adopt a range of policies to decrease the influx of immigrants, encourage their departure and protect labor market for native worker"* (M.P. Lopez and R.A Davis, 2011:80). In the case of developing countries, the U.S has launched an electronic diversity visa (EDV) for permanent residents. They have also organized a study purpose program for the international students. Similarly in Canada, Study purpose and scheme for Permanent Resident (PR) are charming topic. People who want to live and work permanently they can apply under the Federal Skilled Workers (FSW)¹⁸ program. Additionally, the Green card Scheme in

¹⁸ www.cic.gc.ca

Denmark¹⁹ also considers one of the opportunities to work and live, to the citizen of outside of EU/EEA like, Nepal. These all schemes are based on an individual evaluation, with a point system. When Nepalese families who were interviewed for this study were asked on their planned re-migration three families said that they are playing to leave Norway for a new country such as; USA, Canada, and Denmark.

5.5.1 Nepal-Norway-The United State of America

The USA is one of the main destination countries for academic studies, research, and businesses. *"USA ranks at the very top of the countries that receive international students, "[...] the U.S government and individual institutions, there are calls for a comprehensive policy in the field of international students"* (Brekke, Jan-Paul, 2006:30). According to NRNA U.S.A Nepalese citizens arrive under different schemes, but the migration for academic purposes is the most common one. The migration of Nepalese students to USA may occur, directly from Nepal, or from other countries. According to NRNA Norway, some of the Nepalese families have moved to the United State after they complete their degrees from Norwegian Universities. According to the information gathered from interviewees, respondent N2 is currently living in Oslo and has been living in Norway since 2008. He has completed Master's degree in 'Feed manufacture technology' and another one degree in 'Chemistry' from The Norwegian University of Life Sciences NMBU and The University of Oslo. He is currently completing his second master's degree. He said in the interview that he is going to the USA in August 2015. The reason being that, here are more possibilities to get accepted for universities in the USA when a person holds a degree from Norway and has other basic requirements such GRE and TOEFL.

5.5.2 Nepal-Norway- Canada

The Canadian government has launched different schemes to migrate to there. Some Nepalese families have applied for different programs that will allow them to immigrate to Canada permanently. Such programs are aimed for skilled workers. The province of Quebec has selected skilled workers and immigrant investors' to venture a capital pilot program. Many Nepalese families arrive in Canada every year. During the informal conversation I meet one family who is going to Canada in August 2015. He expressed that: *"We are living in Norway for six years. My family applied for Permanent Resident (PR) as a skilled immigrant. We became successes for*

¹⁹ https://www.nyidanmark.dk/en-us/coming_to_dk/work/greencard-scheme/greencard-scheme.htm ``

this scheme and from August we are moving to Canada". He was one of the representatives, for this scheme that I met during my informal conversations. However, some Nepalese families arrive in Canada on the basis of different schemes.²⁰

5.5.3 Nepal- Norway- Denmark

Denmark is one of the main destinations of Nepalese immigrants for study and work. In Denmark there have been heated debates about international students in the past few years. Since, the Ministry of Education wanted to charge tuition fees from students that came from countries outside of The EEA (Brekke. j. Paul, 2006:29). Berkke has analyzed the debate within the main policy areas that are connected to international students, such as themes that are related to immigration control, education, and labor market considerations. However, Danish authorities lunched a Green card scheme, which is based on individual experience and qualification. Some of the Nepalese seems to be interested in the Green Card Scheme. After they complete of Norwegian University and College Degrees, they apply for this scheme. In one of the informal conversations conducted for this study, one of the respondents said that: *"I have applied for Green Card scheme for Denmark, Just one month before I got positive result so within six months I am moving to Denmark with my family"*.

Similarly another respondent showed his interest in this scheme and explained: *"I have completed my masters Degree in Global Studies from School of Mission of school Theology in Stavanger. I have applied for Green Card Scheme in Denmark; I been granted this scheme and within one month, I am leaving Norway"*.

The main reason why they move different countries is the search for better future. However, most of them go back to Nepal after their graduation.

5.5.4 Nepal-Norway-Australia

Australia is the world largest recipient of international students. After High school, Nepalese students enroll in different Colleges and Universities. According to the information provided by NRNA Norway, some of the Nepalese students move to Australia from Norway for better education, better job and for a permanent residence (PR). Australian government provides PR to

²⁰ <http://www.worldmigration.net/>

students of certain fields. One respondent explained his experience: *"I am a student of Norwegian University of Science and Technology NTNU, after my graduation I planned to stay in Norway but I had lots of Nepali friends who moved to Australia and USA for further education"*. In the informal conversation one respondent compared facilities between Norway and Australia, and argues Australia provides better opportunities after graduation. This could be the one reason why students move to Australia from Norway. For instance Shesh Ghale is one renowned person in Nepal and Australia, after his unprecedented changed in financial sector. He was ranked 166 richest person in Australia in 2014.²¹ He was a Master student in Civil Engineering from Ukraine and later obtained a Master degree in Business Administration from Australia. He is a President of International Coordinator Council (ICC) of the Non Resident Nepali Association (NRNA), and chief executive officer and the founder of Melbourne Institute of Technology (MIT).²²

5.5.5 Nepal-Norway- Other countries

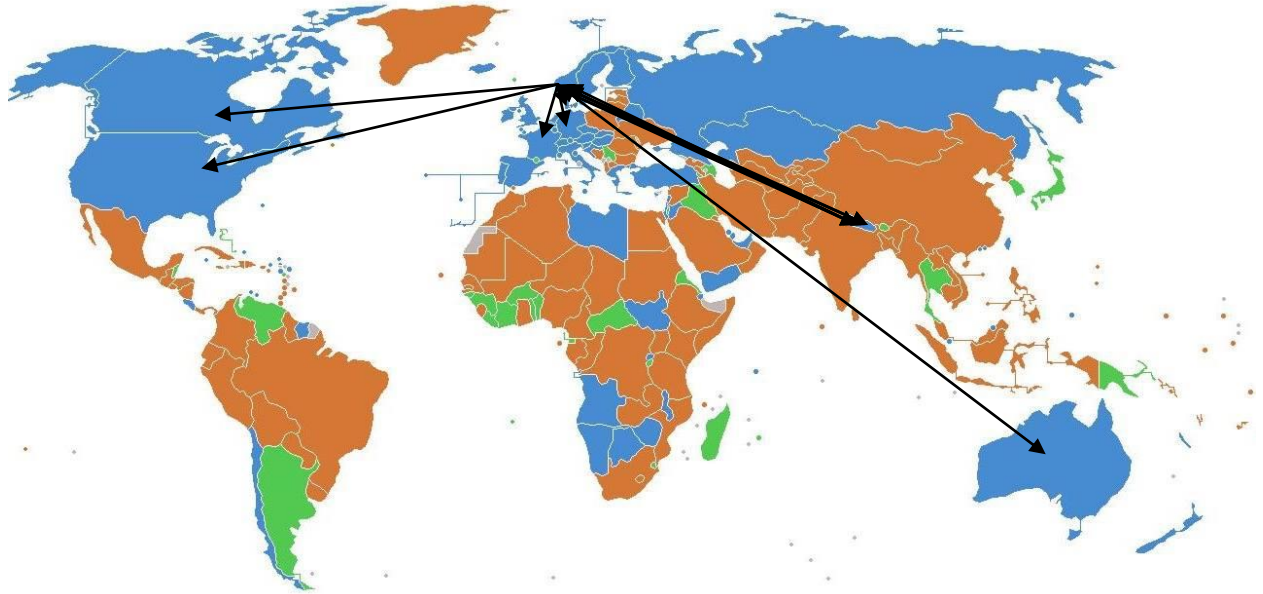
Some Nepalese families move to different countries such as Germany, France and so on. According to information provided by NRNA Norway, some of the Nepalese students go to Germany from Norway for PhD programs. Moreover, some students move to France to conscribe for the French Army.

Nepal- Norway and mobilization of Nepalese families



²¹ http://en.wikipedia.org/wiki/Shesh_Ghale

²² see in detail: <http://www.mit.edu.au/about-mit/introducing-mit/governance/governing-council/shesh>



Source: Own calculations of Nepalese families, map delivered from Google Map.

Conclusion

The principle aim of this research is to provide knowledge on Nepalese immigrants living in Norway. A phenomenological approach and a mobility perspective have been applied in order to analyze the accumulated data and to provide knowledge on the subject. The research was conducted with the motive of exploring the lived experiences of Nepalese immigrants and to gain insight into their children education that they received in Norway. This research has shown that the Nepalese community is a growing immigrant community in Norway. The Nepalese immigration to Norway is a recent phenomenon; the Nepalese children are slowly becoming an integrated to the Norwegian educational system. This report contributes to the knowledge on Nepalese immigrants' and the education of the Nepalese children in Norway. The experiences, challenges and opportunities of the Nepalese families, in terms of their integration into the Norwegian society have been analyzed. To some extent, this research has aimed to bring out on the surface how Nepalese families have collectively mobilized after their arrival in Norway. I wanted the voice of these Nepalese immigrants' families living in Norway to be heard. It is my hope that I have successfully completed my objectives, and I hope that the result of this study will be used as a ground for further studies on Nepalese immigrants and to bring out knowledge to promote their lives.

A qualitative approach was used for this study and the data was collected through interviews and informal conversations. Qualitative data collection method was used for the accumulation of the primary data used for this study. Semi-structured interviews were conducted with Nepalese families in Stavanger, Oslo and Ås. The interviews provided a valuable data to answer the research questions. The criteria for sampling were that the interviewees had children below aged of 8. The informal conversation conducted for this study was a valuable source for this research. Opinions of many students and immigrants who have stayed in Norway for a long time were collected via this technique. References to these conversations were often presented in the thesis. Moreover, the direct conversation derived from my field work provided to be a useful source in grasping the social interaction amongst Nepalese immigrants, this data was during the content analysis; relevant words, sentences, phrases and themes were defined in particularly. The result of this project has drawn multiple conclusions. In general, the Nepalese families who arrived in Norway were students. After completing their (bachelor/master's degree) from Universities and

Colleges in their home country, they came to Norway for their Masters Degree or PhD research program. The main decision to migrate to Norway was to search for practical education and free education. Some Nepalese skilled workers arrived to Norway, but they are few in numbers, those were mainly working in field of medical and engineering.

The study results show that, Nepalese immigrants who arrived in Norway, normally they go back to Nepal after they complete their universities degree whereas, some of them go to other countries, for further education or to search for better jobs. Most students, stayed in Norway for around three years and few students remained in Norway for a PhD program or if they received employment opportunities in their professional field.

Concerning their thought about kindergarten are experienced in different ways, both positively as well as problematically. When I asked more specifically about their thoughts on the Norwegian kindergartens, they identified Norwegian kindergarten as being; a) very useful and having good adaptation strategies, b) a good place for socialization, and c) a place with good facilities and good amusement environment. However, some Nepalese families expressed problems with the Norwegian kindergartens, as they faced; a) challenges related to language (communication problem between parents and staff of the kindergarten) b) problems related to food (particularly because Nepalese do not eat beef by their religion) c) difficulties because of the weather. d) Problems in receiving placement at a kindergarten (put on waiting lists for 2-5 months). Nepalese families faced the following challenges when adapting to the New Norwegian environment. The challenges were particularly related to the weather, food, finances and language. From the interviews, it can be seen that some of the families were highly influenced by these challenges. For instance, the renewal of their residency created financial challenges and the weather challenged them in a way so they tended to seasonally migrate back to Nepal to avoid the snow and the dark weather.

Another finding is that once the Nepalese families arrive in Norway they might move within the country, or aspire to re-migrate to a third country. This geographical mobility is often influenced by job opportunities. The study shows that, after completion of their Norwegian Universities Degree, Maters Program/ M. Phil Program, they moved back to home country or in some cases families continued to live in Norway for PhD Program or because they got a permanent job. This study shows to some extent that some of the Nepalese families (by their individual choice and

interest) migrate to other countries such the USA, Canada, Denmark or Germany for PhD Program or employment. Based on my interviews with ten respondents, I could see that those who are struggling to extend their stay in Norway are still not ready or willing to stay forever in Norway. Only three respondents intended to stay permanently here in Norway. However, one family plan to move USA and rest of the respondents mentioned their intention of going back to their home country in the future. Similarly, in the informal conversation two families ready to go Denmark, one family to Canada, and few respondent shows their interest for Australia and other countries. The social factors (social mobility) employ to families to mobilize geographically. However, I had, the majority of the informants stated that they wish to return back to their home country.

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Useful links

<http://www.udi.no/>

<http://norge-nepal.no/>

<http://www.ssb.no>

www.nrnnorway.com

www.nrn.org.np

www.mhs.no

www.cic.gc.ca

