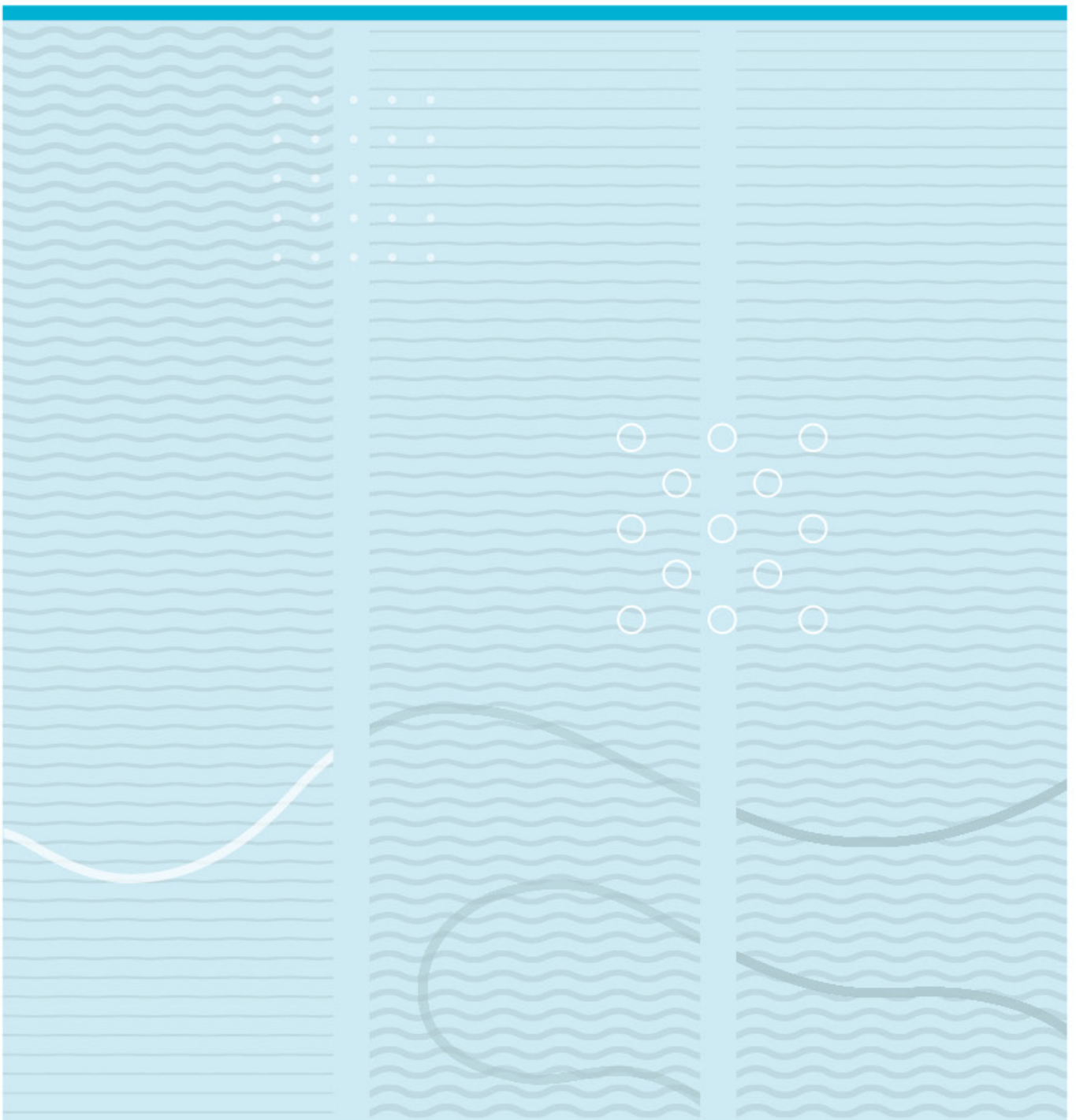


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**A Study into Academic, Social, and Professional Integration of
Bangladeshi International students at USN in Light of the Theory of
Multicultural Education by Banks**



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Abstract

Norwegian Universities are welcoming an increasing number of international students in recent years (SIU, 2016, P.11, Norway Today, April 30, 2021). However, they face integration issues, particularly in respect of social life and job market due to mainly language barrier as the existing research reveals (SIU, 2016, PP.31-32, SIU, 2014, P.36). As an international Bangladeshi student, I undertook this research project to explore further their integration issues and strengthen their appeal to Norwegian universities for solving their problems. This paper examines the current state of academic, social, and professional integration of USN Bangladeshi international students in Norway from their perspectives and USN's present and normative role in this integration process from its policy perspective in light of Banks' theory of multicultural education. Using thematic data analysis procedure, data from semi-structured interviews and other relevant sources were coded into three research themes- academic, social, and professional integration- relevant to addressing the research problem for the analysis. Upon analysis based on Banks' theory, the result shows that although Bangladeshi international students at USN have access to equality on some indicators of academic integration, they do not experience equality on others of the same, and more importantly, in respect of social and professional integration. As far as its policies are concerned, USN is found to have contributed accordingly, that is, to the extent Bangladeshi international students at USN experience equality in academic, social and employment integration in Norway. In supporting Banks' position which addresses the research problem, an interpretation of the thesis outcome in consideration of theoretical positions by Modood and Osler views the research problem as not just a matter of equality but that of a universally accepted principle of equality and an issue of universal human right respectively. Therefore, an appeal on behalf of USN Bangladeshi students and Bangladeshi students from other Norwegian universities, whose struggles are common, to Norwegian universities is made for the solution of their integration issues accordingly.

Key words: USN Bangladeshi international students, USN policies, academic, social, and professional integration, and equality.

Abbreviations

HEIs	Higher Education Institutions
NSD	Norwegian Centre for Research Data
UDI	The Norwegian Directorate of Immigration
UIO	University of Oslo
USN	University of South-Eastern Norway
NTNU	Norwegian University of Science and Technology

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Chapter One

1. Introduction

1.1 Thesis Topic

The research topic of this thesis is about the integration of Bangladeshi international students who studied or are currently studying at USN. The thesis aims to determine how USN Bangladeshi international students experience academic, social, and professional integration in Norway and what is USN's role in the integration process. I have interviewed eight Bangladeshi international students at USN, and I analyze their experiences in light of James Banks' theory of multicultural education.

1.2 Personal Motivations

Personal factors gave a huge impetus to undertaking this research project. From my personal experiences as a Bangladeshi international student at USN, I can tell that many Bangladeshi students feel that they need support from USN in their integration process in Norway. They tell stories about their frustration of how they have failed to socialize with Norwegian students; how they have decided to leave Norway because they faced language barriers in job market and many of them left. For many of them, having language tuition privately is not affordable. I believe competence in Norwegian language is a differentiator between if you can get a job in Norway after study, and settle. So, I decided to select this research project to gain a deeper understanding of their experiences in light of multicultural education and to give voice to their appeals to Norwegian universities to support their integration process in the hope that the interests of international students are heard and that Norwegian universities act upon their policies of multicultural education.

1.3 Introductory Context

Worldwide migration and globalization have increased both diversity and the recognition of diversity in countries around the world within the last two decades (Banks and Banks, 2013, preface). The share of international students is increasing steadily in Norway due to different forms

of migration, including international student mobility. In 2015, the number of international students registered at Norwegian HEIs was 25,685. This was an increase of 8 per cent from 2014 and the proportion of foreign students is close to 10 per cent of the total student population (Kunnskapsdepartementet, 2016 as in SIU, 2016, P.11).

This year eight out of ten universities are experiencing growth in the number of applicants from abroad. While Oslo Met had 1,454 applicants for the studies International Social Welfare and Health Policy, International Education and Development, and Applied Computer and Information Technology last year, this year's figure is 4,134, a growth of 161%. The University of Southeast Norway is also welcoming the presence of an increasing number of international students. At the University of Southeast Norway, the number of applications from abroad has increased from 2,159 to 3,468 applicants, an increase of 60% (Norway Today, April 30, 2021).

Several factors can explain international student mobility in Norway. First, it is due to Internationalisation at home which means 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments' (Haakstad and Kantardjiev, 2015 as in SIU, 2016, P. 7). As the interactions between Norwegian students and international students are likely to expose local students to intercultural perspectives, it is commonly assumed to increase the quality of higher education (SIU, 2016, P.7). Recruitment of international students is a priority for the Norwegian higher education institutions. Having highly qualified international students is seen as a means of stimulating and improving the academic environment and fields of study (SIU, 2016, PP-10-11).

They are also considered an important resource as potential employees and a source of income for HEIs because 'public financing partly is dependent on the number of ECTS' (ibid, P. 9). Nevertheless, social integration is a significant challenge for international students. Only 23 percent report daily interaction with Norwegian students on campus, and 29 percent say that they rarely or never interact with Norwegian students (SIU, 2016, P. 39). Language is considered as the main barrier to social interactions (SIU, 2016, PP.31-32). Interaction with international students in English may not be something that Norwegian students actively seek out when they enter a new educational context. (SIU, 2016, P. 37).

This study shows that as many as 70 percent of the degree student respondents consider staying in Norway after study (SIU, 2014, P. 31). Among those who consider staying in Norway to find a job,

61 percent report that they are taking Norwegian courses. Some students find language a major barrier to employment in Norway (SIU, 2014, P. 36). Almost half of the international students in this survey have attended Norwegian language courses. A total of 61 percent who have attended Norwegian language courses are considering finding a job in Norway after completing their studies, while 39 percent are not. (SIU, 2016, P. 37).

Although most international students are satisfied with their study environment and quality of teaching (SIU, 2014, P. 31, SIU, 2016, P.5), the above studies reveal that they face issues over social integration, and some of them struggle with labour market integration. For both types of integration, language is the main barrier. This seems to be an interesting finding to explore further. Concerns might arise in the circumstances where international students cannot afford any paid language course as can be observed as true for some students as the SIU survey shows (SIU, 2014, p.36) or where the University does not provide any language course.

In such cases, many international students might well be affected as far as their social and professional integration in Norway is concerned. Against the said background, it may also be claimed that international students should not be only viewed as a potential resource for improving the quality of higher education in Norway; they should also be supported for social and employment integration as Hauge and Pedersen (2018, P. 3) suggest as well. As an international student, this a problem that personally interests me and worth conducting research into for the solution that will serve the interests of international students.

Upon further research, I found that multicultural education deals with the needs and aspirations of all students irrespective of their gender, ethnicity, or nationality. Grant and Sleeter point out, "multicultural education in actual practice is not one identifiable course or educational program. Rather, practicing educators use the term 'multicultural education' to describe a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low-income groups, and people with disabilities" (Banks, 2010, P.6). Therefore, multicultural education may be said to have an enormous role to play in addressing the integration issues that international students encounter in Norway if implemented successfully.

Before looking into the said issue further, it is worth preparing a literature review. As Bryan recommends, when we have found a topic or issue that interests us, we must read further to determine the existing knowledge about the topic, the controversies, and the concepts or theories

applied (2012, P. 8), because not only it will help us not only know more about the research topic but also support in the analysis of the same (ibid, PP. 9, 98). It is suggested that in the social research process, the literature review is prepared before the research topic and questions are formulated (Bryman, 2012, P. 14).

Because research questions guide the entire research process from data collection to data analysis, because questions are about focusing narrowly and precisely on what exactly a researcher wants to find out and establish in his research project, in my opinion, it is possibly better to prepare a literature review based on my initial knowledge about the topic, that will help me shape the current research issue into a research question more focused, clear, and structured as Bryman (ibid, PP. 10-11) seems to indicate.

1.4 Research Question

How do Bangladeshi international students at the University of South-Eastern Norway experience academic, social, and professional integration in light of Banks' theory of multicultural education?

1.5 Purpose of Study

Since this research project has found a research question to address, the task is to know what exactly it aims to investigate and establish in this project. The purpose is twofold: The first is to explore how Bangladeshi students at the USN experience their academic, social, and employment integration, and second, to what extent USN supports them in this entire integration process as far as its policies are concerned. So, in investigating and determining the first goal, this paper will endeavor to collect information from the students concerned about their opinions, expectations, and experiences of integration in academic, social, and professional aspects of their life in Norway. After the relevant data is collected from the USN Bangladeshi students, the theory of multicultural education by Banks as a standard of measurement will be applied to the findings to determine the first issue of how Bangladeshi students are experiencing their academic, social, and professional integration at the USN. Where relevant, the assessment of the same by the said theory will be further strengthened and validated with data from the existing research literature and government reports.

As far as I am concerned, the theory of multicultural education is an appropriate standard for conducting such evaluation. As already mentioned in the next chapter, and in the chapter of research methodology, theoretical framework, and analysis and discussion, the suitability of the said theory in this matter can be observed more in detail.

The second goal of the research question is to seek a detailed understanding and examination of the role that the USN has played in the accommodation of Bangladeshi students into their academic, social, and labor market dimensions of life from its policy perspectives. In doing so, once the relevant data from the USN Bangladeshi students is collected, the findings will be consulted to reflect on the extent to which the USN has implemented its internationalisation policies from 2017-2021 and how the USN may have scope to contribute more towards integration of Bangladeshi students in this time frame.

In other words, the standard of measurement, the theory of multicultural education, will be applied to the USN policies concerned and the findings from Bangladeshi USN students to compare the two in determining what policy the USN has implemented and where it has a role to play normatively. This is how this thesis plans to assess the USN role in the integration of Bangladeshi students. Thus, through the two-step process, the research question will be answered, or its goals will be established. Once the research question is answered in consideration of Banks' theory in the chapter of Findings and Discussion, the research answer named as thesis outcome based on Banks' theory will be also interpreted by other relevant theoretical positions to address the research question in Conclusion chapter. This is how this thesis plans to answer the research question in this paper.

1.6 Significance of Study

The significance of this study lies in the fact that this project seeks to be a voice for Bangladeshi international students who are struggling with their academic, social, and professional integration in Norway. It aims to seek equality and empowerment for them, which will enable them to get an equal opportunity to learn from diverse perspectives and examine the validity of knowledge in the classroom and to function effectively within Norwegian culture and society, that is, to socialize with Norwegian students and people, to get familiar with Norwegian society and culture, and to get a job after study and become a permanent member of the society. Many Bangladeshi students leave Norway due to integration issues. If that can be resolved, it will enormously benefit them. I

believe ‘equality’ in multiculturalism and multicultural education with a focus on ‘human right’ is a solution for this. If implemented successfully, it can provide them with educational equality and empowerment.

1.7 Thesis Structure

The thesis is divided into six chapters. Chapter one provides a contextual overview of the general research topic and then frames the research question, apart from defining the research objectives in the purpose of the study and laying down briefly its significance. Chapter two presents the research literature, critically examining the government reports and relevant literature which not only helps shape the general research topic into a clear and well-focused topic and formulate the research question but also supports the research findings and analysis. Chapter three introduces the theoretical framework, which discusses the theory of multicultural education by Banks and its suitability for addressing the research question.

Chapter Four is concerned with presenting a detailed theoretical framework that sheds light on the research process in which the research outcome is arrived at. Research methodology in this chapter is explained, laying down epistemological and theoretical positions for the selection of qualitative research strategy and presenting a detailed overview of research design, sampling, research methods for data collection, and data analysis procedure. Then, a brief discussion on the validity and reliability of the study, ethical positions, and positionality adopted in this project follows, enabling the readers to examine the quality of this paper. Chapter Five presents the findings and analysis and the outcome of the study. In Chapter Six, first, a brief description of the analysis result of all three research focuses named as thesis outcome and a further of examination of the research question with reference to the outcome in view of other theoretical considerations are laid down. Then, a summary of the overall research process, followed by the recommendation for further research on the topic, is presented to conclude this research project.

Chapter Two

Literature Review

2.1 Introduction

This chapter includes empirical data and literature which present the current state of academic, social, and employment integration of international students in Norway, a topic, as discussed in the Introductory Chapter, that I have found interesting to investigate further in order to formulate a precise research question and prepare a detailed research purpose. The existing research data will show what exactly needs to be further researched and, they are relevant to and will support the findings and analysis of the study undertaken (Bryman, 2012, PP. 8, 98). With this goal in mind, that is, with a view to developing a clear, concise, and well-focused research topic and research question, the following research literature, and government reports will be analyzed.

Hauge and Pedersen (2018) find in the research literature and Norwegian government documents that the level of academic and social interactions between Norwegian students and international students are low and considered as a concern. SIU, a government agency responsible for promoting the internationalization of higher education and improving the integration conditions of international students in Norway, reports mainly about the academic and social integration of international students in its 2014 and 2016 study. However, some references to the language barrier for social integration and employment integration can be found in the study.

USN Internationalization policies have been assessed here also for rendering the research topic precise and narrowed. USN internationalisation policies which are predominantly associated with accommodating international students into a supportive and inclusive learning environment from an intercultural and international perspective, fail to cover the social and professional aspects of integration of international students.

2.2 The study by Hauge and Pedersen

Hauge and Pedersen (2018) mention about academic and social integration of international students in Norway, citing research literature, student surveys, and government reports. Although inward mobility has increased significantly in the last decade, the integration of international students is

weak. Many students at Norwegian higher education institutions report that they never or rarely participate in activities with international students (Hauge and Pedersen, 2018, P.2). In all three white papers, the government lists the low level of integration between international and Norwegian students as a concern (P. 51-52 in St. Meld. nr 14. 2008-2009; p. 65 in Meld. St. 16 2016-2017 as in Hauge and Pedersen, 2018, P.3).

Using data from *Studiebarometeret*, which is a cross-sectional survey that is conducted annually by the Norwegian Agency for Quality Assurance in Education (NOKUT), the research paper by Hauge and Pedersen, looks into academic and social integration of international students in Norway (Hauge and Pedersen 2018, P. 4).

The authors claim that only about 11 percent of the respondents answered never or almost never on all four questions, which indicates that almost all international students are engaged in activities with other students (international and/or Norwegian) on at least a weekly basis. Many of the international students who never or almost never participate in academic and social activities with Norwegian students do participate in such activities with other international students, and vice versa. There is, therefore, a substantial number of international students who only engage in activities with other international students (Hauge and Pedersen 2018, P.6).

Overall, the findings suggest that level of integration of international students is quite low and that there is much room for improvement. It is especially striking that less than 20 percent of Norwegian students engage in activities with international students. International students seem to be an underused resource in the effort to increase internationalization at Norwegian HEIs. (Hauge and Pedersen 2018, P.7).

Wiers-Jenssen (2014 as in Hauge and Pedersen, 2018, P. 3) summarizes relevant international literature and finds that many studies show that interaction between international and national students and are limited (Williams and Johnson 2010; Arkoudis et.al 2013). Norwegian research shows that there is little interaction between international and Norwegian students at Norwegian higher education institutions (HEIs) (SIU 2014; Wiers-Jenssen, 2014; SIU 2016, as Hauge and Pedersen, 2018 in P.3).

2.3 SIU Survey 2014

This study, 2014 by SIU, which is an official Norwegian agency (SIU, 2014, P. 4), gives insights into academic, social, and labour market integration experiences of international students and their expectations in Norway (SIU Report, 2014, P.4). Students from 34 HEIs, including Telemark, Buskerud, and Vestfold University College, which formed the USN in 2018, participated in this survey (SIU, 2014, P. 11).

When it comes to satisfaction with aspects related to teaching and academic counselling, 77 percent of the survey participants report that they are satisfied or very satisfied. When it comes to aspects related to the study environment, the overall level of satisfaction is somewhat higher (SIU, 2014, P.31). However, 54 percent report that getting to know Norwegians is more difficult than they expected (SIU, 2014, P. 5).

This study shows that as many as 70 percent of the degree student respondents consider staying in Norway after study (SIU, 2014, P. 31). Among those who consider staying in Norway in order to find a job, 61 per cent report that they are taking Norwegian courses. Some students find language a major barrier for employment in Norway. For example, British Degree students says: "Our school doesn't provide Norwegian lessons, so I have needed to pay for lessons privately. I believe it is important to learn the language and culture, but it has been expensive and difficult to do this, and I cannot afford to spend more on my language classes than I do for my school fees" (SIU, 2014, P. 36).

2.4 SIU Survey 2016

The study by SIU, 2016 looks into the picture of academic and social integration among international students in Norway. The research by the SIU is intended to improve the quality of higher education and integration of international students in Norway (SIU, 2016, PP. 4, 39). All of the higher education institutions are part of this survey, including the following university colleges- Southeast Norway Buskerud University College and Telemark University College. The total number of international students in the survey material is 2,246 (SIU, 2016, P. 11)

The survey results show that international students are satisfied with the education they receive at the Norwegian HEIs (SIU, 2016, P. 37). 71 per cent are satisfied with the teaching, and as much as 84 per cent are satisfied with the teachers' ability to teach in English. 69 per cent of the respondents are satisfied with the study environment (SIU, 2016, P. 5). The rate of satisfaction is high when compared to other countries (SIU, 2016, P. 6).

Getting to know Norwegians is high ranked among the factors as 'much more challenging than expected'. Only 23 per cent report daily interaction with Norwegian students on campus, and 29 per cent say that they rarely or never interact with Norwegian students. International students interact most frequently with other international students both at the HEIs and in their leisure time (SIU, 2016, P. 39). Degree students interact more frequently with Norwegian students in their study environment compared to in their leisure time, with a difference of 12 per cent compared to 23 per cent that report daily interaction with Norwegian students (SIU, 2016, PP. 31-32).

In the students' social life and activities, we can ascertain from the international students' suggestions that language is the main barrier. This hinders the international students from taking part in student organizations and activities (SIU, 2016, PP. 31-32). Interaction with international students in English may not be something that Norwegian students actively seek out when they enter a new educational context (SIU, 2016, P. 37).

The data show that half of the international students in this survey have attended Norwegian language courses. A total of 61 per cent who have attended Norwegian language courses are considering finding a job in Norway after completing their studies, while 39 per cent are not. When the international students were asked whether they are considering staying on in Norway after finishing their degree or study programme, 46 per cent responded positively. A total of 62 per cent of these are degree students (SIU, 2016, P. 37).

Interestingly, the report says that "having highly qualified international students is seen as a means of stimulating and improving the academic environment and fields of study. This rests, however, on the institutions' ability to integrate international students into the social and educational environment. International student mobility is assumed to increase the quality of education and to contribute to internationalizing the study environment at Norwegian HEIs..." (SIU, 2016, P.11).

It further states: “Weak integration, then, is mainly a loss to the Norwegian students and the HEIs. It is especially a loss to the domestic students that do not spend time abroad as part of their education, who could have trained both their linguistic and cultural skills if they were to cooperate and interact more with international students as part of their education (SIU, 2016, P. 35).

2.5 USN Integration Policies

USN policy for Internationalisation (2017-2021) states that Internationalisation shall be an integral part of all aspects of activities at the USN. The internationalisation work undertaken by the USN shall be intensified along several dimensions: institutional collaboration, participation in relevant international organizations, student mobility, staff exchanges, collaboration on education, research partnerships and the development of working life and society (USN Strategy for Internationalisation, 2017-21, P. 4)

First, USN Internationalization goal states that educational programmes will be pursued to provide students with an international experience during their studies, and to educate an increasingly internationalized labour market. In order to implement the goal, All the USN's courses shall present knowledge, experience and values in an international context and the USN will pave the way for an international learning environment on all campuses. The USN will offer courses or programmes in English in all subject areas. The USN's study programmes shall be relevant for graduates for the international employment market (USN Strategy for Internationalization, 2017-21, P. 4).

USN Strategy (2017-2021) declares that we will welcome with innovative and close learning environment students who take responsibility, promote innovation and regenerate the professions and society they become part of. It further mentions that we will develop campuses that are socially inclusive and culturally stimulating so that students can experience a high degree of belonging, wellbeing, and safety (USN Strategy, 2017-2021, P. 7). Students at the USN take responsibility for their own learning, promote innovation, and can regenerate the vocations and society that they are a part of (USN Strategy, 2017-2021, P. 9). All study programmes produce high caliber postgraduates (USN Strategy, 2017-2021, P. 11).

2.6 Summary

To summarize, international students in Norway are struggling with their integration. The term 'integration' includes academic, social, and labour market integration. Hauge and Pedersen (2018) affirm that academic and social interactions between international students and Norwegian students are not satisfactory based on empirical literature. From 2014 and 2016, SIU study reveals that most of the international students at higher education institutions in Norway are satisfied with their learning experience when it comes to teaching quality and study environment.

Nevertheless, both the studies suggest that many international students find it difficult to socially interact with Norwegian students even at the higher education institutions and more in their leisure time. The prospect of labour market integration is poor among international students. The studies found out that language is the main barrier for social and employment integration for many of international students.

An interesting finding that has emerged out of the surveys is that international students are regarded by higher education institutions in Norway as an important resource for improving the quality of higher education and the study environment. It is commonly assumed that academic and social interactions between international students and Norwegian students will provide the latter with international perspectives and competences, and this, in turn, will improve the quality of higher education in Norway as the SIU survey, 2016 clearly indicates. This is what forms part of the internationalization policy of higher education in Norway.

With this goal being emphasized, SIU recommends the higher education institutions to facilitate the academic and social integration of international students at their campuses. This finding is unfortunate. Even though the interests of Norwegian students have been given priority, that of international students are overlooked in the internationalisation policy adopted by higher education institutions. This specific purpose of the policy concerned may explain why international students are facing social and professional integration issues. If their social and professional interests were reflected in the internationalisation policies of higher education institutions in Norway, some of the international students would not have complained about having access to the Norwegian language at their universities, which they consider as essential for employment in Norway and USN would have had the policy for offering a language course.

2.6 Proceeds of Literature Review

The above literature mainly investigates and informs about the picture of academic and social accommodation of international students in Norway but fails to examine the role of the higher education institutions (HEIs) in improving integration experiences of international students. I think this unanswered issue can be a research topic for my master's thesis. As an international student of USN, its role can be examined over this matter.

Another interesting finding from the literature review is that the interests of Norwegian students are prioritized in the internationalization policy of higher education at HEIs and by the government surveys. This can also be an interesting research focus for my thesis: While examining the role of USN in integration issues of international students in Norway, it can focus on the interests of international students. This is more specific than the initial topic that I found in the introductory chapter.

It can be observed here that literature review has not only informed me in detail about the broad topic of research as found in the previous chapter, which will support the thesis findings and analysis but also has led me to notice gaps or unanswered questions in the existing literature and develop a precise and focused research topic from the general topic of research. I believe links between literature review and the research topic and question to be formulated have been established as it is considered, as Bryman states, "an important and useful way of demonstrating the credibility and contribution of your research" (2012, P. 8). Thus, rationality for conducting a literature review has been possibly achieved.

Further, the literature review contributes to exposing researchers to relevant concepts and theories. While looking for solutions to the integration issues of international students, as noted in the introductory chapter, I came across the theory of multicultural education by Banks that has been used in several master theses (Tosic, 2012, UIO, D Li, 2013, UIO) to address issues related to that of this study. The theory of multicultural education was found initially to be relevant in dealing with the said issues in this study.

Theories "help us to think about and be more disciplined about what it is we want to find out about" (Bryman, 2012, P.8). In the course of preparing the literature review, the theory was rigorously consulted to derive inspiration for preparing the research question and found to be suitable for the redress of such issues. Since multicultural education deals with diverse needs of students regardless of backgrounds, ethnicity, or cultures, advocates for educational equality and empowerment for all

students (Banks, 2010, P.6). it should be applicable to the research focuses, that is, examination of the USN role in integrating its international students in Norway, prioritizing the welfare interests of the latter. However, the theory of multicultural education has been discussed in Chapter Three. So, it can be said that reasoning for this theory's influence in the development of the research focuses, as mentioned above, and the research question is perceivable here.

2.7 Conclusion

Now that the determination of the uses of literature review in forming a research question is complete, the next step is to develop a research question, which is mentioned in the following and will be done in the former chapter for the sake of a better thesis structure.

How do Bangladeshi international students at USN experience academic, social, and professional integration in Norway in light of Banks' theory of multicultural education?

Chapter Three

3. Theoretical Framework

3.1 Introduction

“Theory is important to the social researcher because it provides a backcloth and rationale for the research that is being conducted. It also provides a framework within which social phenomena can be understood and the research findings can be interpreted (Bryan, 2012, P. 20)”. Theory of multicultural education by Banks guides the entire research process. This study investigates the research question: How Bangladeshi international students at USN experience their academic, social and employment integration based on the theory of multicultural education. In addressing the research question, the perspectives of USN Bangladeshi students about their integration experiences in Norway and USN’ role in the integration process from its policy perspective will be examined based on the theory of multicultural education by Banks. Consequently, the said theory has a monopoly in driving the process of collecting relevant data, analyzing the same, and arriving at the thesis outcome. Therefore, this chapter aims to present an overview of multicultural education as conceived mainly by Banks, its different dimensions, history and suitability of the said theory.

3.2 Concepts of Multicultural education

Multicultural education is an idea or concept, an educational reform movement and a process. Multicultural education incorporates the idea that all students regardless of their gender, sexual orientation, social class, and ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school. Theory and research in multicultural education indicate that the total school must be reformed in order to implement multicultural education comprehensively and effectively (Banks, 2010, PP.1-3).

Multicultural education is also a reform movement that is trying to change the schools and other educational institutions so that students from all social-class, gender, racial, language, and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the

total school or educational environment; it is not limited to curricular changes (Banks & Banks, 2004 as in Banks, 2010, P.4).

Multicultural education is also a process whose goals will never be fully realized. Educational equality, like liberty and justice, is an ideal toward which human beings work but never fully attain. Racism, sexism, and discrimination against people with disabilities will exist to some extent no matter how hard we work to eliminate these problems (Banks, 2010, P.4).

When prejudice and discrimination are reduced toward one group, they are usually directed toward another group or take new forms. Whenever groups are identified and labeled, categorization occurs. When categorization occurs, members of in-groups favor in-group members and discriminate against out-groups (Stephan, 1999 as in Banks, 2010 P. 4). Because the goals of multicultural education can never be fully attained, we should work continuously to increase educational equality for all students. Multicultural education must be viewed as an ongoing process, not as something that we “do” and thereby solve the problems that are the targets of multicultural educational reform (Banks, 2006 as in Banks, 2010, P. 4).

3.3 Dimensions of Multicultural Education

There are five dimensions of multicultural education: content integration, knowledge construction process, prejudice reduction, equity pedagogy and an empowering school culture and social structure. Banks (2010, P. 20) says that these five dimensions should guide the school reform. A brief of discussion on the dimensions on multicultural education follows here.

3.3.1 Content Integration

Content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. The content argument can become a legitimized form of resistance to multicultural education when it is conceptualized primarily or exclusively as content. Math and science teachers often state that multicultural education is fine for social studies and literature teachers, but it has nothing to do with their subjects. In the social studies, the language arts, and music, frequent and ample opportunities exist for teachers to use ethnic and cultural content to

illustrate concepts, themes, and principles. There are also opportunities to integrate multicultural content into math and science (Banks, 2010, P. 20).

3.3.2 Knowledge Construction Process

The knowledge construction process encompasses the procedures by which social, behavioral, and natural scientists create knowledge in their disciplines. An examination of the knowledge construction process is an important part of multicultural teaching. Teachers help students to understand how knowledge is created and how it is influenced by factors of race, ethnicity, gender and social class (Banks, 1993, P. 25).

Students can analyze the knowledge construction process in science by studying how racism has been perpetuated in science by genetic theories of intelligence, Darwinism, and eugenics. In his important book *The Mismeasure of Man*, Gould (1996) describes how scientific racism developed and was influential in the 19th and 20th centuries. Scientific racism has had and continues to have a significant influence on the interpretations of mental ability tests in the United States (Banks, 2010, P. 21).

3.3.3 Prejudice Reduction

Prejudice reduction describes lessons and activities teachers use to help students develop positive attitudes toward different racial, ethnic, and cultural groups. (Stephan & Vogt, 2004 as in Banks, 2010, P. 21). Research also indicates that lessons, units, and teaching materials that include content about different racial and ethnic groups can help students to develop more positive intergroup attitudes if certain conditions exist in the teaching situation (Bigler, 1999; Stephan & Vogt as in Banks, 2010, P.21). These conditions include positive images of the ethnic groups in the materials and the use of multiethnic materials in a consistent and sequential way (Banks, 2010, P. 21).

Allport's (1954) states that contact between groups will improve intergroup relations when the contact is characterized by these four conditions: (1) equal status, (2) cooperation rather than competition, (3) sanction by authorities such as teachers and administrators, and (4) interpersonal interactions in which students become acquainted as individuals (Banks, 2010, PP. 21-22).

3.3.4 Equity Pedagogy

Teachers in each discipline can analyze their teaching procedures and styles to determine the extent to which they reflect multicultural issues and concerns. An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups. This includes using a variety of teaching styles and approaches that are consistent with the wide range of learning styles within various cultural and ethnic groups, being demanding but highly personalized when working with groups such as Native American and Alaskan students and using cooperative learning techniques in math and science instruction in order to enhance the academic achievement of students of color (Cohen & Lotan, 2004; Slavin, 2001 as in Banks and Banks in 2010, P.22).

3.3.5 An Empowering School Culture and Social Structure

An empowering school culture and social structure will require the restructuring of the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and a sense of empowerment. This dimension of multicultural education involves conceptualizing the school as the unit of change and making structural changes within the school environment. (Banks, 1993, P. 28). The culture and organization of the school must be examined by all members of the school staff. Grouping and labeling practices, sports participation, disproportionality in achievement, disproportionality in enrollment in gifted and special education programs, and the interaction of the staff and the students across ethnic and racial lines are important variables that need to be examined in order to create a school culture that empowers students from diverse racial and ethnic groups and from both gender groups (Banks and Banks, 2010, P. 22).

3.4 History of Development

Multicultural education grew out of the Civil Rights Movement of the 1960s to eliminate discrimination in public accommodations, housing, employment, and education. The consequences of the Civil Rights Movement had a significant influence on educational institutions as ethnic groups demanded that the schools and other educational institutions reform curricula to reflect their experiences, histories, cultures, and perspectives (Banks, 2010, P.6).

Holidays and other special days, ethnic celebrations, and courses that focused on one ethnic group were the dominant characteristics of school reforms related to ethnic and cultural diversity during the 1960s and early 1970s (Banks, 2010, P.6).

3.5 Success of Multicultural Education

Multicultural education is experiencing impressive success in its implementation in the nation's schools, colleges, and universities. It is increasingly becoming institutionalized in educational institutions in nations such as the United States, Canada, Australia, China, and Korea, as is documented by researchers and scholars from many different nations in *The Routledge International Companion to Multicultural Education* (Banks, 2010 as in Banks, 2013, P.19).

3.6 Suitability of the Theory

The theory of multicultural education by Banks is appropriate to answer the research question in this current study because it responds to the demands, needs, and aspirations of all students regardless of cultures, race or ethnicity. As Grant and Sleeter point out, multicultural education in actual practice is not one identifiable course or educational program. Rather, practicing educators use the term 'multicultural education' to describe a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low-income groups, and people with disabilities (Banks, 2010, P.6).

3.7 Summary

To summarize, multicultural education can be conceived as an idea, a process and a reform movement stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, language, social class, religion, or exceptionality, should experience educational equality in the schools. Multicultural education views the school as a social system that consists of highly interrelated parts and variables. Therefore, in order to transform the school to bring about educational equality, all major dimensions of multicultural education must be implemented substantially. A focus on any one variable in the school, such as the formalized curriculum, will not implement multicultural education.

Chapter Four

4 Research Methodology

4.1 Introduction

The purpose of this chapter is to describe a detailed research methodology which this study has employed to answer the research questions. The present study has adopted a qualitative approach in conducting the research. First, discussing the research methodology includes a detailed explanation on epistemological and theoretical considerations for the adoption of the qualitative research strategy. Then, discussion on suitability of research design, sampling, using documents and semi-structured interview as research methods or means of data collection, and thematic data analysis approach follows. Lastly, an evaluation of the quality of the research will be done by following an appropriate criterion, by inspecting into the researcher's ethical contribution and positionality in this project, followed by a brief overview of the limitations and constraints of the study.

4.2 Employability of Research Strategy

Quantitative research can be construed as a research strategy that emphasizes quantification in the collection and analysis of data and qualitative research can be construed as a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data (Bryman, 2004, p.35). This research project has employed qualitative research method because it is appropriate in answering the research questions for a number of reasons.

Firstly, qualitative research strategy is relevant to this study on epistemological position (Bryan, 2012, P.36), which is concerned with the question of whether the social world can and should be studied according to the same principles, procedures, and ethos as the natural sciences (Bryan, 2012, P.27). There are two epistemological positions: positivism and interpretivism (Bryan, 2012, P.27). Bryan states: "Positivism is an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond" (Bryan, 2012, P.28). Interpretivism takes an approach opposed to the positivism. In Bryan's opinion (2012, P.30), "It is predicated upon the view that a strategy is required that respects the differences between people

and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action”.

One of the intellectual traditions of interpretivism, phenomenology asserts that the fundamental difference between people and objects of natural science resides in the fact that “social reality has a meaning for human beings and therefore human action is meaningful and they act on the basis of the meanings that they attribute to their acts and to the acts of others. This leads to the second point that it is the job of the social scientist to gain access to people’s ‘common-sense thinking’ and hence to interpret their actions and their social world from their point of view” (Bryan, 2012, P.30).

One of the main preoccupations of the qualitative approach is that the social world must be interpreted from the perspective of the people being studied (Bryan, 2012, PP.36, 399). This position expresses the view that since human actions are meaningful, in order to arrive at the findings that can be considered as knowledge, a researcher has to interpret the social world from the perspectives of people, not from his or her own view.

The present research work aims to derive the findings or knowledge relevant to addressing the research issue by applying the principle of interpretivism, that is, by collecting data regarding USN Bangladeshi students’ academic, societal, and labour market integration experiences and expectations in Norway and presenting the outcome of the findings from their views and interpretations only. Hence, the qualitative strategy is an appropriate methodology for this research project.

Theory forms an important part of social research. Theoretical positions profoundly influence on what is investigated, and how the findings are interpreted (Bryan, 2012, P.5). From the theoretical perspective, qualitative research methodology is also appropriate for application in the present research. There are two types of theoretical approach employed in social research. Inductive theory is an approach in which theory is viewed as something that develops out of analysis of data collected, whereas in deductive approach, a hypothesis is deduced out of a particular theory and other relevant literature and both of them drive the process of data collection and data analysis (Bryan, 2012, PP. 5-6, 24, 387). A hypothesis in this approach must be tested against the findings of a research process before the same can be accepted as ‘knowledge’. This position is called empiricism (Bryan, 2012, P.23).

Denscombe (2010) stated that a hypothesis is, in fact, a research question without the interrogatory mark (Bryman, 2012, P. 9). As such the research question how Bangladeshi international students at the USN experience academic, social and labour market integration in Norway has been developed in the First Chapter.

Bryman remarks: “Theory and the hypothesis deduced from it come first and drive the process of gathering data” (Bryan, 2012, PP. 24). Because multicultural education sets criteria for educational institutions how all students regardless of their nationality, culture or ethnicity should be integrated into their academic, social, and professional life, it can play an instrumental role in bringing out the true picture of integration of USN Bangladeshi students in Norway and examining the USN role in this matter. Therefore, in this study, theory of multicultural education by Banks has acted as a constitutional guide to formulating the hypotheses in form of a research question as mentioned above, and the interview questions for the collection of data from the respondents appropriate to answering the research question.

In view of the role of the hypotheses as mentioned above, it can be claimed that in fact, the research question- how Bangladeshi international students at the USN are performing in terms of their academic, social, and professional integration and what has been and should be the USN’s role in this matter is developed out of the hypotheses in its interrogatory form. The hypotheses in interrogatory form helped also prepare the interviews questions for the collection of data relevant to answering the research questions to the extent they partake in or reflect the influence of theory of multicultural education by Banks and other relevant data and literature.

To apply the deductive theory in the current study, the next step is to examine the research hypotheses, that is, to examine the research question against the findings of the data collected in this research process. While analyzing the findings in consideration of theory of multicultural education by Banks and relevant literature, this study has reflected upon the findings in depth to find out whether the same confirm the hypotheses, that is, if the findings of the analysis can be regarded as the knowledge that addresses the research question. In view of the above discussion, it can be said that deductive theory has been employed in this study meeting all the requirements.

Although qualitative research is predominantly concerned with generating theories rather than testing them (Bryan, 2012, P. 36), it’s not a hard and fast rule. “Studies that have the broad characteristics of one research strategy may have a characteristic of the other” (Bryan, 2012, P.

37). There are examples of studies in which qualitative research has been employed to test rather than to generate theories such as Adler and Adler 1985 study (Bryan, 2012, P. 36).

As Bryman states, “Qualitative research tends to view social life in terms of processes” (Bryman, 2012, P. 402). As Pettigrew (1997: 338 as in Bryman, 2012, P. 402.) usefully puts it, process is ‘a sequence of individual and collective events, actions, and activities unfolding over time in context’. This study is qualitative in nature in that it intends to seek understanding not only how Bangladeshi students at the USN are experiencing their academic, social and prospect of employment integration in Norway over a period during or after their study but also how the USN internationalization policies are helping them in their integration process from 2017-2021. Therefore, this study is a qualitative research from the position of epistemology, theory as well as in terms of viewing social life as a process.

4.3 Research Design

A research design is an important element of social research which provides a framework for the collection and analysis of data (Bryman, 2012, PP.45-46). Bryman (2012, P.67) says that a case study may include study on a single community, such as O’Reilly’s (2000) research on a community of Britons living on the Costa del Sol in Spain, a single school, such as studies by Ball (1981) on Beachside Comprehensive or a single family, like Brannen and Nilsen’s (2006) investigation of a family of low-skilled British men. So, the requirement for apply a case study in a study is to select a specific community of people living in a specific place, or a single institution or a specific category of people. This study is a case study not just because it has chosen to study on a group of Bangladeshi international students at the USN but also it studies a single university.

According to Bryman (2012, P.66), a case study entails “the detailed and intensive analysis of a single case” As stakes (1995, P.1) observe, in case study, we are interested in people for their commonality; “we seek to understand them; we would like to hear their stories”. The present study intends to understand in depth the perceptions of USN Bangladeshi students about their integration in Norway and examine the data in detail guided by the theory of multicultural education.

The outcome of a case study is not generalizable (Bryan, 2012, PP.69-70). The current research is aimed at investigating the integration experiences and expectations of USN students with Bangladeshi nationality and representing primarily as their voice for educational equality and

empowerment that touches upon the specific aspects of their academic, social and professional life. However, the outcome of this study may be applied to Bangladeshi international students from other Norwegian universities if the thesis result reveals common struggles for them.

In summary, because case study not only allows to conduct this research project, concentrating on gaining a detailed knowledge of the opinions, experiences and expectations over a particular issue from a specific category of people and subsequently, conducting profound analysis of the same, but also enables a study to seek equality and empowerment for that group of people, this particular research design has been deemed as a suitable framework for collection of data and analysis that addresses the research question formulated in this study.

4.4 Participant Recruitment

Sampling is selecting and recruiting a specific number of study units out of the total resources available, which are relevant to addressing the research issue because, for example, it is practically unfeasible and time-consuming to interview all the people who can be considered relevant for data collection and analysis (Bryan, 2012, P. 186).

Qualitative research predominantly emphasizes on purposive sampling. As this study employs qualitative research strategy, purposive sampling is appropriate for selecting sample units and gathering data from. Bryan (2012) states: “In purposive sampling, units are selected because of their relevance to the research questions. The researcher needs to be clear in his or her mind what the criteria are that will be relevant to the inclusion or exclusion of units of analysis” (P. 418). Study units may include people, organizations, documents, departments (ibid, P.420).

This research project investigates the research question of how Bangladeshi international students at the USN experience their academic, social, and professional integration in Norway and in determining the research question, the perspectives of USN Bangladeshi students and the role of the USN that it plays and should play in this integration process as far its integration policies are concerned will be evaluated. The criteria for recruiting sample units which has relevance to the research question are two. First, we need to sample the persons who can share the integration experiences of Bangladeshi students at the USN and second, we need to consult the documents that mentions about the USN internationalization policy documents and other relevant resources that

help interpret or analyze the policies concerned so as to determine USN role in accommodation of the students in question in their various aspects of life in Norway.

In view of the research questions, this study has sampled eight USN students from Bangladesh. Among them, three are former students, and five are current students. Recruiting them is of course the most reliable option to address the research issue. Nobody can express their feelings, experiences, and expectations of integration as much accurately and reliably as they can. Then, USN internationalization policy documents have been collected from the USN international office. Also, other relevant documents including government reports, and theoretical literature have been gathered in analyzing the said policies to meet the second criteria.

Table of Participants

Participant No.	Subject	Knowledge Branch	Years of Stay in Norway	Campus
1	C	Science/engineering	1.5	B
2	C	Science/Engineering	1.5	B
3	D	Science/Engineering	3.5	B
4	D	Science/Engineering	3.5	B
5	D	Science/Engineering	2.5	B
6	D	Science/Engineering	2.5	B
7	F	Science/Engineering	1	E
8	F	Science/Engineering	2.5	E

4.4.1 Snowball Sampling

This project has taken advantage of snowball sampling technique in which the researcher samples initially a small group of people relevant to the research questions, and these sampled participants propose other participants who have had the experience or characteristics relevant to the research (Bryman, 2012, P. 424). I had initially five persons who agreed for the interview. During the interview, some of the participants led me to the other three informants.

4.4.2 Sample size

There are qualitative researchers who believe that the bigger the sample size is, the stronger the conclusion of the research is. Warren (2002: 99 as in Bryan, 2012, P. 425) remarks that, for a qualitative interview study to be published, the minimum number of interviews required seems to be between twenty and thirty. Bryan (2012, P. 425) claims that “by no means all practitioners would agree with Warren’s figure”. To render research reliable and conclusive, Bryan suggests that “what is likely to be crucial is to justify rigorously any sample size. In other words, rather than rely on others’ impressions of suitable sample sizes in qualitative research, it is almost certainly better to be clear about the sampling method you employed, why you used it, and why the sample size you achieved is appropriate (2012, P. 426).

The rationale for using the sampling method has already been discussed in detail above. As for the justification for the sample size selected, a relevant discussion follows here. Bryan mentions that “because it is a non-probability sampling approach, purposive sampling does not allow the researcher to generalize to a population” (Bryan, 2012, P. 418) nor does the case study design as discussed about earlier. The outcome of this project is intended to represent neither the total USN international student population, nor international students from other Norwegian universities, but it only represents Bangladeshi students who have already studied or study currently at the USN, and Bangladeshi students from other Norwegian universities to voice their appeal for equality and justice if they find common integration struggles in the thesis outcome.

The number of Bangladeshi students recruited for data collection and analysis in this study is eight. Findings from this number may be not enough to provide a solid thesis outcome that is representative of all former or current USN students with Bangladeshi nationality. An agreement with the researchers like Warren, who prefer a thesis outcome to be supported with a larger number of sample units for achieving a reliable status, can be reached on this issue.

However, this thesis examines some unique challenges that many international students face in Norway regarding their social life and employment in Norway, for example. As already discussed in detail in the Introduction Chapter and in the Chapter of Literature Review, the existing research, which conducted extensive inquiry into the integration experiences of international students, finds summarily that the major barrier for many international students to accommodate themselves into Norwegian labour market and society is the language. The USN, as explained in the literature review, commits to implementing a number of integration policies between the period 2017-2021

but offering a Norwegian language course is not one of them. If this thesis reaches the same conclusion that language is a major problem for all or most of the participants for social and professional integration and it is supported by the relevant research literature, a justification can be made on behalf of the community of USN Bangladeshi students that Bangladeshi students at large at the USN do not experience equality and empowerment that will prepare them for participation in social and professional life in Norway. This conclusion can be sustained even some students of the community learn the language outside the university at their own cost. The reason for sustaining the conclusion is that multicultural education views the educational institutions as being in charge of not just academic integration of students, but also social and employment integration as will be discussed in the Chapter of Findings and Analysis.

In consideration of the above discussion, I believe justification for using the purposive sampling, snowball sampling technique, and the sample size selected has been properly laid out in this Chapter as Bryman suggested.

4.5 Research Methods

As the case study (research design) and sampling specify the type of data to be collected and the kind of sample units to be recruited for the current research project, the next task in social research is to find a way or means of having access to data, which is known as ‘research method’. A research method is simply a way for data collection. (Bryman, 2012, P. 12). The Qualitative methods used in this study are documents analysis and semi-structured interviews.

4.5.1 Document analysis

The term ‘documents’ covers a very wide range of different kinds of source such as government documents, document from private sources, mass-media outputs and internet resources and (Bryman, 2012, p.543). As Bryman (2012, P. 549) remarks that state documents can be a great source of reliable data for qualitative researchers, this thesis will use government reports and documents for supporting and examining the findings from the semi- structured interview.

Before documents can be accepted as source of data, the quality of the same must be assessed (Bryman, 2012, P. 549). In terms of J. Scott’s (1990) four criteria, the quality of the Norwegian government documents can be evaluated. In Bryman’s view (ibid, P. 550), “state materials can

certainly be seen as authentic and as being clear and comprehensible to the researcher”. So, the first two criteria are met.

The question of credibility raises the issue of whether the documentary source is biased. The government materials used in this study mainly discuss about the integration experiences of international students in Norway, major challenges for the integration, and integration policies that are recommended to the Norwegian higher education institutions for implementation. There is no reason to believe that these documents will report biased information against international students when, to my knowledge, they intend to benefit international students by documenting the integration challenges facing them and proposing measures for implementation so as to improve their integration perceptions. Any biased information found may be presented as such in this study for improving the credibility in this study.

The issue of representativeness of the state documents used in this project is addressed in that research findings from such documents being the products of extensive and reliable research can be applied to all international students in general. The purpose of having a recourse to them is to find reciprocally supportive evidence for the interview findings as noted earlier so that the thesis outcome can represent USN Bangladeshi student community as its voice for equality and empowerment.

The above discussions present the reasons how this research method is suitable for this research project and how the quality of the government documents has been assessed based on J. Scott’s criteria before using the same in this research.

4.5.2 Semi-Structured Interview

In qualitative research, two main types of interview are semi-structured and unstructured interview (Bryman, 2012, P.469). This study has adopted semi-structure interview as a means of data collection for the following reasons. First, since this study aims to investigate the integration experiences and expectations of USN Bangladeshi students from their perspectives. In semi-structured interviewing, emphasis can be placed on informants’ views (Bryman, 2012, P.470).

Unlike the structured interview, semi-structured allows a great deal of flexibility for both the interviewer and interviewee in the interview process. For example, questions need not follow

exactly the order outlined on the schedule. Questions that are not included in the guide may be asked and interview can be conducted more than once if required. However, the requirement for using this qualitative interview is that a researcher needs to prepare list of questions referred to as interview guide that covers the research topic. By and large, all the questions need to be asked, and a similar wording will be used. (Bryman, 2012, PP.470-471).

As per the requirement, I prepared an interview guide that apparently included all the questions that cover the research topics. However, as the interview process progressed, I came to realize that the number of questions outlined in the interview guide were not sufficient to derive sufficient data from the participants, which is required to address the research issue. So, I added some more questions to the list and interviewed some participants more than once.

Similarly, during the interview, follow-up questions or questions with similar wording were asked to know in detail about a certain topic, and some questions were interpreted and asked in similar wording so that the informants provide relevant answers. In the interview process, there were occasions where an interviewee led me to ask a question that did not follow the question order the interview guide. All of this was possible because semi-structured interview is flexible and open.

4.5.3 Interview Procedure

As online personal interviews are possible in qualitative research, (Bryman, 2012, P. 658), I took advantage of it. All the interviews were conducted online and in English. Due to the covid pandemic, it was not feasible to have face to face interview. All the interviewees preferred the interview online. The interview was done on Messenger and an audio software recorder was used to record all the interviews. Each interview lasted between twenty and forty minutes. Bryman (2012, P. 408) argues that unlike the quantitative researchers who are uninvolved with the subjects, the qualitative researcher seeks close involvement with the people being investigated, so that he or she can genuinely understand the world through their eyes. I believe close involvement with interviewees was achieved even though interview was conducted online perhaps because we speak the same language and know each other. Although I have not met physically the participants, and the interview was done online, we could see each other face to face, which enabled me to interact with the interviewees closely and bring out their perspectives in depth.

As interviewees used spoken English during the interview, the interview findings presented in the Findings and Discussion chapter may contain some grammatical errors. I believe the reasons why this thesis has used semi-structured interview as an appropriate method of data collection, have been shown properly. Also, the requirements for conducting the interview have been met.

4.6 Data Analysis

This project has chosen thematic analysis as a method for data analysis because, as Braun and Clarke (2006, P.1) observe, it is a widely used qualitative analytic method within psychology and beyond. It offers an accessible and theoretically flexible approach to analyzing qualitative data (Braun and Clarke, 2006, P.77). More specifically, I have used this method of analysis because it allows me to provide a detailed description of my research focuses and the research analysis driven by theoretical interest (Braun and Clarke, 2006, PP.83-84). Thematic analysis is a method for identifying, analyzing and reporting themes within data (Braun and Clarke, 2006, P. 79).

A theme is a category identified by the analyst through data; that relates to the research focus or research questions; that builds on codes identified in transcripts; and that provides the researcher with the basis for a theoretical understanding of his or her data that can make a theoretical contribution to the literature relating to the research focus (Bryan, 2012, P.580). Coding is identifying the themes across the data set (Braun and Clarke, 2006, P. 80).

Braun and Clarke (2006, P.87) provides the following six step guide to data analysis: (1) Familiarizing yourself with your data; (2) Generating initial codes from the data set; (3) Searching for themes, that is, putting the codes into potential themes, and gathering all data relevant to each potential theme; (4) Reviewing themes; (5) Defining and naming Themes; (6) Producing the report.

First, in order to familiarize myself with the entire data, I transcribed all the audio-recorded interviews manually. I put all the recorded interviews into written texts on papers as suggested by (Riessman, 1993 as in Braun and Clarke, 2006, P.88), checking and re-checking the transcripts against the audio recordings for accuracy as instructed by Braun and Clarke (2006, P.87). Next, initial codes were identified and created all across the data set as suggested by the authors (ibid, P. 89). This means that I identified all the texts on the transcripts that might be relevant to answer the

research question, and to support the theoretical analysis of my research focuses and marked them by different names.

Then, as suggested by the authors (*ibid*, P.89), I looked into the list of codes across the transcripts for the potential themes. Actually, the research question guided me to categorize the coded texts into three themes or topics for supporting the organized analysis of the research issues in the research question. Later, all the relevant data were put under the three themes of research focus.

Fourth, in reviewing themes, as instructed (*ibid*, P. 91) all the texts under these three themes- Academic Integration, Social Integration and Professional Integration- were checked if they are relevant to the themes. Where data seemed insufficient for the detailed analysis of a particular theme, efforts to add more relevant data from the transcripts were made and some were successful. Lastly, in this phase, all relevant data under the said themes were organized in a coherent and logical manner to produce a rationally organized research report.

Next step of my thematic analysis process involves defining each of the tree categories of data at the beginning of analysis for each theme and where appropriate, renaming the said themes and I did so. Finally, as per the requirements of the thematic analysis (*ibid*, P. 93), considerable efforts were made to write the research analysis or report in a coherent, logical and non-repetitive way that is supported by evidence from relevant theoretical literature, empirical findings from the government documents and the data organized under the mentioned three themes.

Data from government documents and other relevant sources were also collected and organized under the themes known as academic integration, social integration and professional integration following the six-step guide of qualitative theoretical-sematic analysis as described above.

4.7 Reliability and Validity

As Bryman (2012, p.389) states that reliability and validity are important criteria in assessing the quality of quantitative research. Guba (1985) and Guba and Lincoln (1994) propose an alternative criterion to validity and reliability for assessing the quality of qualitative research. They are trustworthiness and authenticity. Trustworthiness is made up of four criteria, each of which has an equivalent criterion in quantitative research. Credibility, which parallels internal validity;

transferability, which parallels external validity; dependability, which parallels reliability; confirmability, which parallels objectivity (Bryman, 2012, P. 390).

The establishment of the credibility in findings entails ensuring that submitting research findings to the interviewees for confirmation that the investigator has correctly understood the perspectives of the latter or for establishing correspondence between the interview findings and the perspectives of the informants, a technique known as 'respondent validation' (ibid, P.390). To fulfil the requirement, upon transcribing all the recorded interviews into the written texts on separate transcripts, each of the transcripts were sent to its corresponding interviewee for 'respondent validation' and where found inconsistency, transcripts were corrected according to the feedbacks of the informants.

Further, to ensure that my research findings have reliability, I employed 'Triangulation' approach. Webb et al. (1966 as in Bryman, 392) refers to triangulation as "an approach to the development of measures of concepts, whereby more than one method would be employed in the development of measures, resulting in greater confidence in findings". In this study, I have used two research methods- document analysis and semi-structured interview- for the collection and analysis of data. It is expected in this thesis that both the interview findings and data from relevant documents and literature will lend considerable weight to the research analysis and conclusion to increase the confidence therein by complementing each other.

As for the transferability, research findings may be transferable to the other studies of a similar nature being conducted. This study deals with some common issues that international students face about their integration in Norway. Therefore, for example, the thesis outcome may be well be relevant to the other international students, apart from USN Bangladeshi students, for conducting research on a similar issue. For enhancing dependability in the study as suggested (ibid, P. 392), a draft of the thesis was submitted to my supervisor for a review, so that any improvements suggested can be made in the final paper.

For confirmability in my thesis, the last criteria of trustworthiness, I took considerable care to make sure that my personal values did not influence the conduct of the research or its outcome. However, as Guba and Lincoln (1984) suggest that complete objectivity is not possible (Bryman, 2012, P.392-393), it must be recognized that during the interview process, there might be some occasions when I might have influenced the interviewees unwillingly while interpreting the questions or questions

topics to the interviewees. The purpose of the interpretations was not to influence the interview responses by any means, but to ensure that relevant answers to the interview questions are received. Further, as an international Bangladeshi student, because the research issue is important to me, my personal values and beliefs may influence the way I have interpreted data from documents or relevant literature, but I have taken utmost care not to present any incorrect information from such source of data.

Lastly, the criterion of authenticity is not worth being established in this study for quality assessment as the authors suggest themselves that this criterion is not popular among qualitative researchers (Bryman, 2012, P.393). Therefore, in my opinion, in improving the quality of this research project, the criteria have been properly fulfilled.

4.8 Ethical Considerations

There are four ethical principles that a researcher must follow while conducting the research according to Diener and Crandall (1978, Bryman, 2012, P. 135). They are the following:

No harm to participants

Research that is likely to harm participants is regarded by most people as unacceptable. Harm can entail a number of facets: physical harm; harm to participants' development; loss of self-esteem; stress; and 'inducing subjects to perform reprehensible acts', as Diener and Crandall (1978: 19 as in Bryman, 2012, P. 135) put it. The issue of harm to participants is further addressed in ethical codes by advocating care over maintaining the confidentiality of personal records. The information letter provided by NSD instructs the researchers to treat personal information of the informants as confidential.

During the entire research process, I have maintained the confidentiality and privacy of the participants with utmost care. I have neither used their real names, addresses and campus location anywhere in the research paper nor disclosed the same to anyone. Only pseudonyms, numbers, and letters have been used in the research paper to facilitate the analysis. Once the study was completed, all the relevant data identifying the informants were erased both from the audio recordings and transcripts. This is to ensure that that informants are not identifiable or subject to stress when the research paper is submitted or published.

Informed Consent

Obtaining informed consent is also an important feature of social research ethics. This principle means that the prospective research participants should be given as much information about the research as might be needed to make an informed decision about whether or not they wish to participate in a study (Bryman, 2012, PP. 135-138). As per the suggestion, I have asked for the ‘informed free consent’ by explaining to each of the informants about the research topic and purpose as far as possible and got their consent before conducting the interviews. Also, I informed them that they are entitled to withdraw their consent and data supplied at any stage of the research without showing any reason as SRA ethical guidelines (Bryman, 2012, P.138) and the information letter from the NSD instruct.

Invasion of Privacy

Invasion of privacy is not acceptable in research process (Bryman, 2012, P.142). To respect this principle, all the participants were informed in advance that they are at liberty not to answer any question to protect their privacy as suggested by Bryman (ibid, 2012, P.142). Privacy was also maintained by anonymizing them on the research report.

Deception

Bryman (2012, P.143) asserts that deception occurs when researchers represent their work as something other than what it is. In this project, no recourse to deception was attempted; the participants were informed as clearly as possible about the topic and the purpose of research.

4.9 Positionality

Positionality “reflects the position that the researcher has chosen to adopt within a given research study” (Savin-Baden & Major, 2013 p.71 as in Holmes, 2020, P. 1). It influences both how research is conducted, its outcomes, and results (Rowe, 2014 as in Holmes, 2020, P. 1).

As very little research in the social or educational field is or can be value-free (Carr, 2000), a reflexive approach is required that, rather than trying to eliminate their effect, researchers should

acknowledge and disclose their influence in the research process. It is important for new researchers to note here that their positionality not only shapes their work but influences their interpretation and understanding of other's research that they read. Open and honest disclosure and exposition of positionality should show where and how the researcher believes that they have, or may have, influenced their research. The reader should then be able to make a better-informed judgment as to the researcher's influence on the research process and how 'truthful' they feel the research data is (Holmes, 2020, P. 3).

Sultana (2007, p.380 as in *ibid*, P.3), for example, argues that it is "critical to pay attention to positionality, reflexivity, the production of knowledge... to undertake ethical research". The clear implication being that, without reflexivity on the part of the researcher, their research may not be conducted ethically.

Given the importance of locating my positionality and acknowledging it in this paper, I used Savin-Baden & Major's (2013) approach to identify the ways I can influence the present research that is, by acknowledging my personal positions that may influence the research; by locating myself about the participants, and by acknowledging that research will necessarily be influenced by myself and the research context (Holmes, 2020, P. 3).

The present study investigates the issue of how Bangladeshi students at the USN experience academic, social and employment integration. As a Bangladeshi international student at the USN, this issue is of paramount importance to me. Against this research context and being an insider in this research project according to Merton's definition: "Insiders are the members of specified groups and collectives or occupants of specified social statuses (Merton, 1972 as in Holmes, 2020, P. 5), my personal values and beliefs may have influenced the thesis outcome unwillingly while analyzing the interview findings and relevant data from other sources.

However, utmost care was taken not to influence the research process in any manner. Overall, I have presented and explained data in this paper as accurately and impartially as possible. Nevertheless, total objectivity is not achievable as the author observes: "...it must be acknowledged by novice researchers that, no matter how reflexive they are, they can never objectively describe something as it is. We can never objectively describe reality" (Dubois, 2015 as in Holmes, 2020, P. 4).

4.10 Limitations and Constraints of the Study

One of the limitations in conducting this project is time and resource constraint. If I could have managed more participants for the interview, the research outcome might have been more representative and credible. Due to time constraint, interviewing more informants was not possible as well. Besides, I faced challenges over interview schedule. Sometimes, participants changed the interview schedule at the last minute, which was frustrating. Most importantly, If I could have collected information from the perspectives of the USN teachers or staff about the integration of Bangladeshi students and USN policy implementation, the quality of the thesis might have been improved.

4.11 Summary

This chapter presents a detailed discussion on the qualitative research methodology adopted in the current research. Firstly, rationales for employing qualitative research strategy have been explained from epistemological and theoretical positions. Then, use of methods and procedures relating to data collection and analysis such as research design, sampling, document analysis, semi-structured interview, and qualitative thematic data analysis have been justified. Finally, quality assessment of this project has been conducted following the criteria set by qualitative researchers regarding validity and reliability, followed by a brief examination into the researcher's ethical positions and positionality in this study, and an overview of the limitations and constraints of the study.

Chapter Five

4 Findings and Discussion

This chapter will set forth interview findings, analysis of the same and other relevant data, and the outcome of this research. Before beginning the discussion, it is pertinent to state the research question of this thesis here. The research question of this study is following:

How do Bangladeshi international students at the University of South-Eastern Norway experience academic, social and professional integration in light of Bank' theory of multicultural education?

5.1 Procedure of Analysis

In addressing the research question, this project investigates in the following process: First, the issue of how Bangladeshi international students at the USN are doing in terms of their academic, social and employment integration will be explored from their perspectives. In doing so, by using semi structured interview, the data collected from the students concerned about their opinions, expectations and experiences of integration in academic, social and professional aspects of their life in Norway will be presented here.

The next step in addressing the research question is to analyze the interview findings in view of Banks' theory of multicultural education, that is, the theory as a standard of measurement will be applied to the interview findings in order to determine the first research issue of how Bangladeshi international students at USN are experiencing their academic, social and professional integration in Norway. Where relevant, the assessment of the same by the said theory will be further strengthened and validated with data from the existing research and government reports. The analysis of the said findings will be presented in this chapter.

In answering the research question, the second issue to be investigated and determined is the issue of the extent to which the USN supports the students in question in this entire integration process as far as their policies are concerned. More precisely, the second goal of the research question is to seek a detailed understanding and examination of the role that the USN has played in the accommodation of Bangladeshi students into their academic, social, and labor market dimensions

of life from its policy perspectives. In doing so, the interview findings and analysis of the findings will be consulted to reflect on the extent to which the USN has implemented its internationalisation policies from 2017-2021, and what role the USN should have played in the integration of Bangladeshi students in this time frame.

In other words, the standard of measurement, the theory of multicultural education will be applied to the USN policies concerned and the findings from Bangladeshi USN students to compare between the two in determination of what policy the USN has implemented, and what the USN's normative role is in cases where either it has failed to implement a specific policy or has no policy to implement in contributing to the academic, social, and labour market integration of Bangladeshi students in Norway. The discussion on USN role in the integration process of Bangladeshi students will be presented in this chapter. Once the research question is analyzed and addressed considering the Banks' theory of multicultural education in this chapter, the research answer named as thesis outcome based on Banks' theory will be also interpreted to address the research question by other relevant literature in Conclusion chapter. This is how this thesis plans to answer the research question in this paper.

As discussed in the Research Methodology Chapter, employing qualitative thematic analysis, interview data and information from government documents and research literature have been coded into three research themes or focuses. They are as follows: 1. Academic Integration; 2. Social integration; 3. Professional integration. In this chapter, in order to address the research question, the findings of the data and analysis of the findings will occur under these three research themes. In other words, the three research focuses will be discussed and analyzed in order to answer the research question in view of the theory of multicultural education by Banks and with data collected from the interviews, documents and other relevant literature following the procedure of analysis as discussed above.

5.2 Academic Integration

Academic integration in this study means integration of Bangladeshi international students at the USN in terms of first four dimensions of multicultural education by Banks. Osler (2015, P.17) states that out of five dimensions of multicultural education by Banks (2010), "the first four primarily address curriculum and pedagogy within the classroom (not a protected space, but

strongly influenced by educational policy and structures)”. The fifth, school culture, has a dynamic relationship with broader structural and organizational frameworks within and beyond the school.

The fundamental goal of multicultural education is to ensure educational equality for all students regardless of their race or culture. Therefore, in order to implement multicultural education successfully, each of the five dimensions must be implemented into the school system. This means that ensuring educational equality entails reforming educational institutions according to these dimensions of multicultural education. In this paper, the research issue how Bangladeshi students at the USN experience academic integration depends on how they experience educational equality in respect of the first four dimensions of multicultural education.

5.2A Academic Integration: Content integration

First component of multicultural education is content integration. As far content integration is concerned, teachers in educational institutions need to use examples and contents from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline if multicultural education is to be implemented in schools (Banks, 2010, P.20). In response to the question if the teachers in classroom have used and suggested books from writers from other cultures or groups other than from Western writers, the participants had following replies to offer.

Participant 1 said: “As far as I know, teachers did not ask us to read books from Asian or African writer; there were not many writers from Asia or Africa. However, our Chinese teachers recommended some books from Chinese writers.” Participant No. 2 replied: “It's hard to say... but as far as I remember, most probably in one course, there was a book for a writer from India. He might be Indian American.... But most of them are from Western writers....”. I mean, we had several Chinese teachers and also, we also have several Pakistani teachers. But yeah, in Chinese teachers’ course, yeah, I got their books, but not any other country”.

Participant No. 4 remarked: “it was a mostly, you know, sharing environment in the classroom. So, it commonly happened that the students from different geographical region, they are sharing their experiences, what are the traditionally since it was a what we call ‘interactive classroom’, even the teachers they're also sharing their experiences they have seen in Norway or outside. We have, we have what you mean; I would say we have definitely”. He further clarified on this point:

“Yeah, it came with the flow of a topic. It came with the flow of his study, and the teachers used it”.

Participant No. 5 mentioned: “Yes, we studied a couple of books from Asian writers”. Participant No. 6 responded: “Well, it happens to be mostly from the developed countries, because most experts in my field are from developed countries naturally. So, we have a very few quality papers, which come from third world countries, for example... But as you know, the, the academia, modern academia is very open and western writers very frequently collaborate with writers from Asia, for example, or Africa. So, it's very hard to differentiate all Western or all African academic materials...”.

Participant No. 7 reported: “Actually, as far as I did my practical, you know, all the practical they are giving the examples of Western writers. The book that I'm following and the way they are showing the example, I think, all are from Western writers, not Asia. I didn't get any from, you know, any reference from Asia or Africa...”. Participant No. 8 stated: “.....the facts, data of power systems, everything was collected from Norway power grid and Nordic countries, but not from other countries, not from the other continents. I feel that the study program is designed largely to serve for Norway; it may not help me to serve for other continents. That’s my personal feeling. But as far as I am concerned all the books that we have studied so far are from western writers”.

5.2B Summary of Findings

As we can see, most of the participants claimed that they have studied most of the reading materials from Western authors suggested by their course teachers. Seven out of eight participants have mentioned so, which is a worrying picture of how multicultural education has been implemented as far as content integration from diverse cultures is concerned, and I could not reach one participant for comment on this specific issue. However, the promising sign is that they have also reported that their teachers have incorporated academic contents in small numbers from Asian, African or Chinese scholars.

This study represents Bangladeshi students from three different study programs. Students of programs ‘C’ and ‘D’ have said that their programs have been taught using few materials from authors other than Western writers. One participant of program ‘D’ stated that as the academia is now modern and open, Western scholars often collaborate with the East. So, segregation between

the West and East is not easy. However, according to participants of Program 'F', they have studied only Western writers' books. Overall, the findings suggest that the contents of the programs represent Western scholarship; Bangladeshi international students learn at the USN mostly from the perspectives of Western Knowledge. The programs of the participants are from the engineering branch. Wikipedia suggests that engineering falls within science branch and according to Banks, contents from diverse cultures can be put into math and science as well (1993, P.25).

5.2C Analysis

One of the main features of the multicultural education theory is content integration. Content integration deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline (Bank, 1993, P. 25). This possibly refers to the idea at least that all students including international student should receive education in classroom from the perspectives of not just Western authors but also Asian or African or other minority scholars.

One of the fundamental goals of multicultural education is that all students regardless of their gender, sexual orientation, social class, and ethnic, racial, or cultural characteristics should have an equal opportunity to learn in school (Banks, 2010, P.3). To implement this goal successfully, total school environment must be reformed (Banks, 2010, P.22). "The total school environment is a system consisting of a number of major identifiable variables and factors, such as a school culture, school policy and politics, and the formalized curriculum and course of study. Changes must take place in each of them to create and sustain an effective multicultural school environment" (Banks, 2010, P. 24). More specifically, Banks suggests that ensuring equal learning climate in educational institutions for all students from diverse cultural, ethnic and language groups entail "major changes ought to be made in the ways that educational programs are conceptualized, organized, and taught. Educational approaches need to be transformed" (Banks, 2010, P.12).

Questions might arise how content integration will provide equal educational equality. As I understand from the dimension of content integration, Banks seems to enunciate that learning from the perspectives of one culture, will deprive students of the opportunity to gain knowledge from diverse sources or cultures and that cannot be assumed to be educational equality. Learning from Western scholarship is less empowering than learning from East and Western knowledge. It would not offer us more ways of thinking and solving problems, for example.

In affirming the meaning of equality in content integration, Olneck (1993, P. 234) can be quoted as saying: “The accepted meaning of equality has been broadened to include the absence of bias in curricular materials and the representation of equal status among racial and ethnic groups”. This quote may be interpreted as referring to curricula incorporating knowledge from diverse group and cultures. To him, the principle of equality in multiculturalism is that “the curriculum must be unbiased and must represent and include the roles and contributions of all groups is no longer controversial, though what that means is intensely disputed. The principle that pedagogy should be responsive to diverse learning styles is widely accepted, poorly implemented, and readily comprehensible within the paradigm of individual differences” (ibid, 252).

If we regard the theory of multicultural education Banks as a yardstick for examining the findings of academic integration of USN Bangladeshi students in terms of content integration from diverse cultures, it can be concluded that the integration picture of Bangladeshi international students is far from being satisfactory and there is much more room for improvement in this aspect.

Application of the multicultural dimension, content integration, to the relevant findings reveals that participant students from Bangladesh at the USN lack access to equal educational facility to the extent they face barriers in learning from diverse cultural sources of knowledge in classroom. So, here the first theme of the research question: How Bangladeshi students at the USN experience academic integration is answered in terms of content integration dimension of multicultural education. The said theory has been applied to the interview findings to determine this specific aspect of academic integration.

USN Strategy for Internationalization (2017-2021) states that one of the main goals of internationalization of higher education is to internationalize educational programmes which will provide students with an international experience during their studies. To realize this goal, the USN commits to implementing several measures. One of them is that all the USN's courses shall present knowledge, experience, and values in an international context and pave way for an international learning environment on its all campuses.

From an ordinary reading of the policy in light of the first dimension of multicultural education by Banks, content integration, it can be assumed that the purpose of the policy to make sure that international students at the USN have a learning environment that is inclusive of and equal to all

and receive education from international perspectives in their respective programs. If this is what the policy stands for and if the expression ‘international perspectives’ refers to other perspectives than Western ones alone, the USN may have largely failed in implementation of this policy until now which it commits to have implemented by 2021 and in turn, providing equal learning environment.

Thus, educational programs at the USN representative only of Western scholarship cannot be assumed to be offering equal learning opportunity for the Bangladeshi student informants. The USN policy has failed to provide educational equality for Bangladeshi international students so far satisfactorily when it comes to internationalizing educational programmes. The sign of progress is bleak until now. Unfortunately, implementation of this specific policy has not seen much progress in practice from 2017 onwards as the above findings for content integration indicates.

As the role of USN has been determined in respect of academic integration of Bangladeshi students as far the content integration is concerned, the next step is to provide support from other sources to the assessment of the academic accommodation of USN Bangladeshi students in respect of content integration from the perspectives of the participants and of the USN role in such accommodation from its policy perspective, which was conducted by applying the first dimension of multicultural education by Banks as mentioned in the procedure of analysis.

SIU (2016, P.39) which appears to support the analysis, stresses that in order to create an international learning environment for all students, it must be ensured that “HEIs have the best possible organizational and educational frameworks to develop an international learning environment....” But it depends on “the way the courses and study programmes are organized and taught”.

The White Paper to The Norwegian Parliament (2008-2009, P. 9, English Version) adopts the definition of internationalization of higher education defined by Jane Knight (2003, PP. 2-3 as in *ibid*, P. 9) as “the process of integrating an international, intercultural and/ or global dimension into the purpose, functions or delivery of post-secondary education”.

One of the essential measures for Internationalisation of higher education in University and colleges proposed by the Norwegian Parliament is developing the provision of better and more internationally oriented education in Norway, and one in which foreign students are made a natural

and integrated part of the international campus and international perspectives into study programmes and curricula are integrated (Report, 2008-2009, English Version, P.13). The above government reports also confirm Banks' concept of multicultural education in that content integration from international and intercultural perspectives are intrinsic part of internationalization of higher education at the higher education institutions in Norway. Thus, if equal learning environment for USN students from Bangladesh are to be ensured, the USN should implement the multicultural dimension 'content integration' into the programmes and courses which international students attend at the USN as Banks pronounces.

Therefore, as far as content integration is concerned, the part of the research question: how USN Bangladeshi international students experience their academic integration, that is, equal learning opportunity and a sense empowerment in respect of content integration and how USN has played and may normatively play its role in this specific matter of integration has been determined and answered.

5.3A Academic Integration: Knowledge Construction

The knowledge construction process encompasses the procedures by which social, behavioral, and natural scientists create knowledge in their disciplines. A multicultural focus on knowledge construction includes discussion of the ways in which the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the construction of knowledge. An examination of the knowledge construction process is an important part of multicultural teaching. Teachers help students to understand how knowledge is created and how it is influenced by factors of race, ethnicity, gender, and social class (Banks, 1993, P. 25).

When asked if the students in classroom were informed by the teachers how the knowledge is constructed in society or there might be bias or discrimination in knowledge construction process, such as in the Western writers' books, the informants made the following responses:

Participant No.1 said: "I have never heard anything about it in classroom". Informant No. 2 replied that "... Yeah, maybe but as I told you that, whenever they never really mentioned about any books or something, but when, I mean, we had several Chinese teachers and also, we also have several Pakistani teachers. But yeah, in Chinese teachers' course, yeah, I got their books, but not any other

country”. Informant No.4 mentioned that according to his knowledge, “I didn’t hear any teacher say about knowledge construction process”.

Interviewee No. 5 reported: “I would say I haven't really looked at it like that. Like, the question you're asking, I'm just hearing this just for the first time, but they haven't mentioned it anything like that, but I did observe this because I was not aware of these kinds of things”. Interviewee No. 6 stated: “No, as I said, it's very difficult to differentiate like this. For example, a guy from India, he is a professor in Australia and also in UK or he has also experience in Indian universities also. So, he has very highly cited articles or in journals, reputed journals, who I cannot refrain myself from his work. I have to read his work anyways”.

Interviewee No.7 replied: “No, actually, no teacher ever told me such kind of thing”. Participant No.8 noted: “No, they haven’t. I haven’t felt any of the issues. Rather we are totally free to choose any of the book and to answer on the answer script as we want. So far, it’s valid; it’s correct and it’s accepted. There is no such bias”.

5.3B Summary

As can be observed, all the interviewees said that their teachers have not mentioned how knowledge is created, that is, creation of knowledge can be influenced by the race or ethnicity factor or personal values and beliefs and it should be examined before we accept it.

5.3C Analysis

This dimension of multicultural education means that knowledge is not value-free. Banks asserts that the values, personal histories, attitudes, and beliefs of researchers cannot be separated from the knowledge they create. Therefore, validity of knowledge should be examined. (Banks,1993, P.25). Feminist social scientists and epistemologists challenge traditional scholarship and these scholars argue that the human interests and value assumptions of those who create knowledge should be identified, discussed, and examined.

Code states that the sex of the knower is epistemologically significant because knowledge is both subjective and objective. She maintains that both aspects should be recognized and discussed (Bank, 1993, P. 26). So, it is suggested here that students should examine knowledge before they

adopt it. Bank states that in order to empower students, they must be enabled to participate in a process of critically analyzing conflicting paradigms and explanations, values and assumptions of different knowledge systems. They should also be given opportunity to construct knowledge themselves, so they understand how the knowledge in the society is created to serve the interests of a group (Sleeter, P. 126, Banks,1993, PP. 25-26).

If the findings of the interview are considered based on the dimension of knowledge construction process, it can be concluded that all the participants do not have access to learn about knowledge construction process in classroom and as such, do not experience educational equality in classroom.

Here equality lie in having opportunity to know about knowledge construction process, that is, opportunity to learn how to critically examine the validity of knowledge and knowing about such process as Banks pronounces. Olneck pronounces (1993) “The extent to which multiculturalism redefines equality depends not only upon what the content and practices of multicultural education are, but on how these are contested and determined” (PP. 250-251). The author (1993, P.234) suggests that equality in multiculturalism remains may include the possibilities for reordering political relationships, for redefining legitimate curricular content, and for transforming established symbol systems. The views on equality in knowledge construction process by Banks is confirmed by the above expressions by Olneck.

According to the USN Strategy for Internationalization (2017-2021), there is no such USN policy regarding this. Therefore, based on the analysis of the findings, it may be assumed that USN can make huge improvements in this area to provide equal learning opportunity and a sense of empowerment to Bangladeshi students in respect of knowledge construction process. Even though some of the participants claimed that they never felt any discrimination regarding this issue, and they were at liberty to choose whatever they would like to source knowledge from, they ended up reading mostly Western reading materials without examining the validity of the same. So, the research question of how Bangladeshi international students at the USN are doing in terms of their academic integration on the multicultural education dimension, content integration, is addressed.

5.4A Academic Integration: Prejudice Reduction

Prejudice reduction describes lessons and activities teachers use to help students develop positive

attitudes toward different racial, ethnic, and cultural groups. Allport's (1954) contact hypothesis provides several useful guidelines for helping students to develop more positive interracial attitudes and actions in contact situations. He states that contact between groups will improve intergroup relations when the contact is characterized by equal status, cooperation, and interpersonal interactions in which students become acquainted as individuals (Banks, 2010, P.21). Therefore, if there is academic co-operation and interactions among students and teachers, and a feeling of equal status among Bangladeshi international students, it can be said that Bangladeshi students and Norwegian students in classroom have positive attitudes towards each other regardless of their culture or ethnicity.

In evaluation of the presence of positive attitudes in classroom of Bangladeshi international students, queries on learning atmosphere and learning experiences at the USN classrooms, that is, queries on academic interactions and co-operation between Bangladeshi students and teachers, and between Bangladeshi international students and other students including Norwegian students have been made to all the informants.

Regarding learning co-operation and interactions among students and teachers, the following data has been collected from the interviewees. Interviewee No.1 said: "Whenever I got stuck in anything related to my study, especially our professor helped a lot. Sometimes, we went to them directly to consultation, if we are stuck in anything and in some of our home assignments, we also got help from the students who are from this country..." The informant further mentioned about learning environment: "All materials were in English and we all could communicate easily, and the environment was international and there were many international students there too. So, it was a wonderful environment also".

Interviewee No.2 noted: "In my academic learning, since studying subject 'B' is quite a difficult course, so, definitely, it's kind of mandatory to get help from either from my fellow friends or classmates or my teachers and definitely, they are really friendly. Whenever I go to my professors for asking for any kind of help regarding my, either my thesis or my assignments, so they are really helpful with everything.....".

Participant No. 3 replied: "Yes, in regards of academic learning, I was helped by my teachers and my fellow classmates as well..... they are really helpful. If I don't understand something, I can speak to my professors very freely. They are very helpful and even if I don't understand something

in the classroom, I can always ask them for more time outside the classroom. Even I can talk about an incident which happened last year. Like, in my third semester... I could not attend two classes, you know. So, I asked the teacher just right before my exam that I did not attend the class and if it was possible for him to give me an overview of those two classes. He happily agreed, and for one hour inside the library, he literally tutored me. You know, that was amazing, and I got a 'B' in that subject. I will never forget his help I had...". Upon query, he further mentioned that learning environment in classroom was inclusive and friendly: "Yes, I would agree to that. It's really friendly. I got help; I cannot deny it in any way....".

When asked if the learning environment in classroom and at the University was all-inclusive and friendly, informant 4 concluded: "Let's see...it was prohibited to talk in Norwegian in the classroom, even if both are native. So, the Norwegian students, they had to talk in English with each other, so the other can understand and don't, don't feel discriminated. It was highly encouraged by most of the teachers.... The participant further noted: "Also, the medium of study is English, of course. So... it was there has been some effort to make it, you know, also the documents and all that everything was circulated in English so everyone should understand those...".

However, he further noted that "if you think about teachers, it's completely and if you think about the students, it depends....there is many nationalities, many cultures.... But it was always a positive in most of the cases....and you are...in educational collaborations and you also got very good feedback from the teachers".

Informant No.5 stated: "Based on my experience from the classroom, Norwegian teachers and students are quite welcoming and helpful... in a sense of the academical learning because if I had any problems, if I had any assignment problems or like academia or exam problems, Norwegian, Norwegian classmates were quite helpful to me in solving those problems".

He further commented on learning experience at the university: "Yes, I can say that we had.... around half of the students were from international background and half from Norwegian or European background. So...I got to know many people from different educational backgrounds....and it helped me improve my knowledge regarding my program 'C' also, and I think this will help me in the future when I try get a job".

Participant No. 6 responded: “I always got the help I needed both from classmates and from teachers as well, as long as I was student.... So, the teacher always instructed us in English; never used, almost never used Norwegian...I never felt in the classroom that we were treated any different than the Norwegian classmates. It was positive and the teacher did their best in our academic learning...”.

The participant No.7 said: “... when I attended my classes...the teachers were very cooperative. They tried their level best.... also same goes for my classmate...they are also very friendly. Whenever I need any help...they just gladly helped me”. Regarding the learning environment, the informant said respectively: “So far... if it means international learning environment, I felt that because whatever I need, whatever ideal classroom should have, everything I got”. The informant No.7 further reported that “Yeah, it's pretty good. Whether you tell, whether you tell about my classmate, our teacher, they just try to cooperate.... So, I think I find a really friendly environment in the classroom”.

The interviewee No.8 shared his learning experience: “Yes, I must recognize the help and cooperation from classmates and teachers. Both inside and outside the classes the teachers are found responsive, and they always give feedback whenever I just need it”. “About learning environment in classroom, the informant said: “I hope I have experienced good experience in classroom. It was truly multicultural and diverse. Students from different countries, different cultures and traditions, everyone was treated equally as far as our learning experience is concerned”.

I have asked interviewees the following additional questions, for determining a sense of equal status among Bangladeshi students in classroom, which is one of the determinators of ‘positive attitude’ under the dimension of prejudice reduction: Whether they feel comfortable expressing their opinions in classroom and talking to fellow classmates.

About the feeling of equality or equal status in classroom, respondent No.1 said: “... there are so many students who are international students, and some students who are from Norway. So, here we can express whatever I like to know and whatever question I have I can ask, and the course and everything was in English, so it was easy”.

Respondent No.2 mentioned: “As I told you...we never felt like we cannot express, or we cannot raise a question If we don't understand there. It wasn't, it wasn't ever any problem for me. Yeah, I was very easy to express or very easy to raise any kind of question”.

Respondent No. 3 stated: “Oh, yes.... my teachers were really helpful, and my fellow classmates are helpful. So, I was always comfortable in asking anything, anything at all”. Regarding expressing opinion and talking to fellow classmates, particularly local students in classroom, the informant No.4 expressed respectively: “I do, I do openly and boldly” and “Yeah, I do... because of my personality also I never feel hesitate to talk with anyone”.

Participant No.5 noted respectively: “Yeah, I was quite comfortable expressing my opinions and my views regarding anything in the classroom. The teachers and the students were also quite a welcoming to it. Even if I was wrong, they could understand; they could hear my opinion and they could correct me”.

“Yeah, I feel comfortable to talking with my fellow classmates. In the beginning, it was a little bit hard as I was quite new...but with time it was, it became quite easy to talk with them. I would say because, as much as I was eager to learn something from them regarding their culture, their language...they were also like, quite keen to know how am I, how is my country and everything. So, it was like a good friendly conversation all the time because it was like not a one-sided conversation....”.

About expressing opinion and talking to his fellow classmates in classroom, the informant No. 6 stated respectively that “yeah, it was encouraged that everyone expressed their understanding and if there is any confusion, they should share. It was encouraged by teachers in the classroom environment also, so I never felt any problem there”. “There was no reason to feel uncomfortable. everyone was very friendly, and the topics of our discussion varied depending on the situation. But I guess we were cautious about not to hurt each other's feelings based on different cultural or religious backgrounds”.

Respecting expressing opinion and talking to fellow classmates in classroom, the participant No.8 stated respectively: “Sure, I of course feel comfortable asking any question, query to the professors and even the students” and “I also feel comfortable talking to fellow classmates because they always tend to help, they do not neglect”.

5.4B Summary of the Findings

The above findings clearly suggest that all of the eight informants are highly satisfied with their learning experiences in classroom. The participants claimed that they always received help and support from their teachers and fellow classmates including Norwegian students whenever they asked for it regarding any academic matter, which is a significant finding. Participant No.3 gave an example that his course teacher tutored him for two hours in the library a couple of days before exam and he got a 'B' in that course. Informant No. 4 remarked that he was happy with academic experience from classroom and grateful to the USN and Norwegian people for free education. The informants further mentioned that whenever they approached teachers and Norwegian students for assistance, they always welcomed it, which is encouraging.

Upon seeking further clarification on learning environment at the USN, all informants reported that the education climate in the classroom was all-inclusive, friendly and welcoming. Participant No.1, Participant No.4 and Participant No. 6 concluded that because the medium of instruction was in English, they could follow teaching in classroom and communicate with teachers and Norwegian students easily. Informant No.4 mentioned that all students including Norwegian students were instructed by the teachers to speak in English so that other can understand and do not feel discriminated. Informant No.5 stated that all the students including local students were treated equally and he never faced any discrimination in classroom.

Furthermore, all the participants stated that they were comfortable to talking to their classmates including local students and they felt confident to ask any question in the classroom. For example, Participant 3 said that he was always comfortable in asking anything. Interviewee No.8 stated: "Sure, I of course feel comfortable asking any question, query to the professors and even the students and I also feel comfortable talking to fellow classmates because they always tend to help, they do not neglect."

5.4C Analysis

The findings show that the participants are satisfied with their learning experience from USN classroom. Bangladeshi international students were welcomed and were equally treated in classroom. Learning opportunities for both local and international students were the same.

Bangladeshi international students can interact easily with and seek educational assistance from professors and Norwegian students without any hesitation. Both Norwegian students and teachers are found helpful and friendly. There are regular academic co-operation and interactions between Bangladeshi international students and Norwegian students in classroom.

Moreover, the data reveals that all the participants are at ease to express their opinions in classroom; they are able to ask any question when it comes to education. Also, they always feel comfortable to talk to their Norwegian classmates. This may be interpreted to claim that the participants feel a sense of equality in classroom.

The third dimension of multicultural education, prejudice reduction states that in order to ensure educational equality for all students, institutions must be reformed to facilitate interactions and co-operation across students and teachers, and there must be a sense of equal status among students so that all students share positive attitudes towards each other. According to Olneck (1995, P. 234), the accepted meaning of equality has been broadened to include the representation of equal status among racial and ethnic students. In view of this dimension, the above findings clearly indicates that the participants and other students including Norwegian students share positive attitudes with each other and therefore, the participants experience educational equality.

An examination of the USN's role in this regard shows that the second USN strategy (2017-2021, P.4) expresses that the USN will pave the way for an international learning environment on all campuses. Also, the USN will offer courses or programmes in English in all subject areas and all study programmes. A comparison between the findings and the policy makes it clear that because Bangladeshi international students are able to conduct academic interactions with their Norwegian counterparts and teachers without any hesitation, it may be supposed that USN has made tremendous improvements in creating an inclusive and friendly learning environment in classroom where academic interactions are encouraged, and a sense of equality can be perceived, and positive attitudes develop towards each other. Therefore, a conclusion can be drawn that USN has implemented the dimension- prejudice reduction- in its classroom successfully.

The findings also mention that English is the medium of instruction in classrooms and the language of interactions between students and professors or among students. It may be assumed that because education is imparted in English and academic interaction and co-operation always takes place in English, it has immensely contributed to creating friendly and all-inclusive learning environment

for the informants which leads to academic interactions between Bangladeshi students and Norwegian students and positive outlook follows. From this perspective, USN can be said to implement the 'prejudice reduction' in classroom as well. Therefore, the research question of how Bangladeshi students are doing in academic integration in respect of the third dimension of multicultural education is addressed.

If the informants had felt a sense of inequality, they would not have been able to interact with teachers and Norwegian classmates comfortably nor they would have been satisfied with their learning experiences in classroom at the USN, and university's contribution towards their academic achievement as the findings under the research theme 'Academic Integration: Equity Pedagogy' pronounces. This indicates that both Norwegian students and Bangladeshi students share positive attitudes with each other in classroom. USN policy has contributed immensely to creating an inclusive and friendly learning environment in classroom that leads to all students having academic co-operation and interactions between them and share positive attitudes with each other. Therefore, it can be said that Bangladeshi students at the USN do have access to educational equality in classroom in respect of the dimension of prejudice reduction. Hence, the research question how Bangladeshi students at USN see their academic integration under the said dimension multicultural education is answered.

5.5A Academic Integration: Equity Pedagogy

An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups. In assessing if the pedagogical equity is present in the USN classroom, the interviewees were asked whether they are satisfied with their academic achievement and university's contribution to it, the following responses were received. I could not reach participant 3 for comments on this specific issue.

Participant No.1 said: "I am an average student, but the amount of work I have done for my studies, I am satisfied with my academic result and the University have done their best so far." Informant No.2 replied: "I'm satisfied. Yeah, I mean, I cannot maintain like, how much satisfied I am, but I am satisfied with my result so far. But maybe if there wasn't the online exams or classes, maybe we could have learned better, especially the engineers need more than online classes...Yeah, so because, like we have access to everything, we have books, we have internet, we have

everything.... So sometimes, maybe I expected like I might get good grades in one course, but I ended up getting maybe a bad grade due to online course due to, I mean, online exam”.

Participant No.4 reported: “I feel happy with the learning I got from the classroom from the university. I always feel grateful to them. The first thing is that my education was free. So Norwegian taxpayers’ money was spending on my education. Yes. So, I'm grateful for that and then, secondly, if you think the learning environment, it was wonderful.... maybe not the best one you could get in the world, but it is satisfactory”.

Participant No. 5 remarked on University’s contribution to his academic achievement and his satisfaction: “In regards of the university for my efforts in studies, I will say the university did good. I don't expect more from them. But I could have done better. But some things I didn't do better...I will have to take responsibility for that. In regards of the university, I will say they have done a great job so far”. Participant No.6 stated: “Overall, I would say ‘yes’. The instructions, the classes, courses, materials are relevant. They try to give, try to equip us with proper competence and to prepare us for the job market. I would say I agree that USN tried their best. I am satisfied with my academic result.”

Interviewee No.7 reported: I think I do I told you about that...it's just going well with my studies. They're very cooperative and I'm happy, I'm happy what my university provided me and what I got. I think, I got all of it from University. I'm happy”. Interviewee No. 8 responded: “I have learnt as I gave labor, it could have been better if I tried more. The academic contents and overall help from the university were satisfactory”.

5.5B Summary of Findings and Analysis

The findings regarding equity pedagogy disclose that all the participants are satisfied with their academic achievement, particularly the USN’s contribution towards their academic success. Some of the respondents stated that they could have done better if they had tried more, but all recognized that University did its best to help them.

Since all the dimensions of multicultural education is interrelated (Banks, 2010, P.22), reforming one dimension will also affect positively another one. It is noticeable from the findings under the research focus ‘Academic Integration: Prejudice reduction’ that positive academic interactions

happen between Norwegian students and Bangladeshi students in classroom. All students in the classroom have an equal opportunity to learn. Bangladeshi international students always feel comfortable to talk to local classmates and teachers and the latter always co-operate with the former regarding any academic matters. Therefore, it can be assumed that USN's policy for paving way for an international learning environment on all campuses has led to this experience of academic satisfaction among the informants which can be termed as university's contribution. Therefore, it can be concluded that USN Bangladeshi students have access to equal educational opportunity in terms of equity pedagogy and the USN has implemented the dimension of equity pedagogy successfully in its education system. Thus, the research question of how USN Bangladeshi students views their academic integration in terms of equity pedagogy is answered.

Overall, the outcome of this thesis on academic integration of Bangladeshi students at the USN is encouraging. USN policy implementation on the multicultural dimensions of equity pedagogy, prejudice reduction has been satisfactorily successful. The goals of multicultural education have been fairly achieved on those dimensions. However, USN has a scope for huge improvement on the dimensions of content integration and knowledge construction as far as its internationalisation policies are concerned.

5.3 Social Integration

In this study, the term 'social integration' refers to having a sense of belonging in Norwegian society through experiencing a feeling of being accepted by Norwegian classmates and having social interactions between Bangladeshi students and Norwegian students inside the classroom and outside the classroom, that is, in wider society. In assessment of the social integration of Bangladeshi students at the USN against this meaning, questions regarding feeling accepted or welcomed by Norwegian classmates and socialization with Norwegian students inside and outside the classroom were submitted to the interviewees for response.

About feeling accepted, Participant No.1 replied: "I feel accepted and they're really friendly here and when I came here...in the beginning, I didn't know about this place that much. So, whenever I needed any direction or help, they just informed me whatever I need and, in the class also, ...whenever I asked any question related to my studies, they also help and I also asked them about how to get a good result and do well in the exam, they also helped with this also. So yeah, they're really helpful and I felt accepted here".

Concerning socialization with local students outside of the classroom, the informant stated: “They're actually really friendly and it's so easy to get along with them and there were some student housing parties here. So, we used to go there, and they were really communicative, and they all speak English. So, it was easy to communicate with them. So yeah, it's easy to socialize with them”.

On the issue of acceptance and social interaction inside the classroom, participant No.2 noted: “If I especially speak about my classroom, then definitely most of us are international students. I must mention that we have only two Norwegian students in our class. They are a bit shy definitely... but It's not like that they are not accepting us or something. If I go for any help or talk to them, they respond quite nicely. So, like, it's nothing like that we feel outsider anything in the classroom. They're a bit introvert, but they're friendly”.

Regarding the socialization with Norwegian students outside the classroom, the interviewee said: “Outside of the university, well, it's a bit difficult to socialize, of course...but I also work in a company. There are lots of Norwegian students as well...So, in that perspective or from that company, I must say that they are friendly, are easy to interact with them there as So, like it's outside of classroom and I live in a house full of Norwegian people, they are also really friendly...”.

The informant further stated: “...inside my house, we have like, we are, most of the weekends. We arranged some kind of house party or dinner or something. We cooked foods and ate together. I live with the ten other Norwegian students.... All of them are really friendly and it was really different, different experience for me because as far as I know that they're like a bit introvert”.

Concerning his experience of feeling accepted by fellow Norwegian classmates and socializing with them outside the classroom, Mr. Atif Islam, Participant No.3 said, “To be honest, I don't feel that Norwegian society is accepting us or even by our fellow classmates. There are several reasons for it. The first reason can be Norwegians are really, really private. Unless they know you very well or they have a very good relationship with you, they will not invite you in their house; they will not let you into their...inner circle. You know, language can be a great barrier for this to be honest as an international student. I am still not that good in Norwegian language. I am trying to learn of course, but even in the beginning, when I didn't know any language at all, I felt that and even after learning a bit, I am feeling the same. Because you know, when Norwegian students or Norwegian people are having a party or having a get- together among themselves, they like to speak in their

own language, I can understand that even in my own country, I will not be comfortable talking with someone in some other language. I understand that but as an international student, sometimes I feel bad maybe or a little bit frustrated that I am coming into this country I am trying to integrate, I am trying to mix with them, but they are not letting me”.

He further mentioned about feeling accepted or socialization inside and outside the classroom: “...and about my classmates, yes, inside that class, they are really helpful. They are amazing. If I need any help, I can ask them they will help me but outside the classroom. No, they don't talk to us that much. Even if I meet someone, maybe in the road, maybe in a shop, they will just ask or say hi hello, that's it and they will move on. So no, I don't feel accepted, or I don't belong in Norwegian society yet.....But it's really, really hard for international students who are coming to Norway for the first time in their life...”.

With respect to socializing and being friend with Norwegian outside the classroom, He can be quoted respectively as saying: “I think I already answered this question. Outside the classroom, it's not easy to be friends with them. Like, if you don't speak Norwegian, they will not be interested in you, because when they are having a party in their home and they are talking with their friends, obviously, there will try to talk in Norwegian but if any international student or international people are there, obviously, they will have to talk in English so that we can understand, right? So why they will trade the trouble!”.

Asked about feeling accepted by fellow classmates inside the classroom, Interviewee No. 4 had the following response to offer: “If you see from the perspective of classroom, I would say, yes, mostly I will have been accepted by all of them...So, it was representing more than 20 nations and we are all are being welcomed by them. I never faced any problem on that triggers from the classroom”.

“With respect to feeling welcomed and accepted in Norwegian society outside classroom, the interviewee mentioned, “I would say, partially, not completely. As many people say, Norwegian society is closed; they are only open to their closed ones. So, it's not very easy to get involved with them and then, it takes time.... I would say, international students... they're not that much welcomed into society. So, they are living their lives and Norwegian are living their lives. That's what I have seen”.

Regarding the socialization and being friend with Norwegian classmates outside classroom, Interviewee No.4, offered the following reply: “It was not that easy....the student activities with the international students was mostly accommodated within the international students and opposite things....So, there was a layer between international and local students...let's see, if you have a roommate who is local, you might have interaction with him in the kitchen..in a Sunday dinner, but that's not in general...I do have familiarization with European students, but not with local students”.

In relation to feeling accepted by fellow Norwegian classmates or in Norwegian society, interviewee No.5, mentioned: “as far as I can tell...there were some gaps between the international students and Norwegian students. In general, Norwegian people are welcoming and they are quite friendly to talk to. But the thing is, we don't have that much common ground, to talk with them. There has to be some initiative, some common ground to talk with them other than studies in order to get acquainted with the Norwegian society. So, this kind of lack of opportunities from the university... are creating some problems for us and if there were, like, more initiatives from the universities, that could have helped me not only me, I would say, like all the international students in general. This would make us feel at home because this is not our common home like we are, we are the foreigner”.

About socializing with Norwegian students outside classroom. He replied: “It was easy on my part, because in the beginning, I was working with the ISU for international. students So, in that common ground, I was having a lot of good friends, some Norwegian students, some international students. So, I had some common grounds to talk with them and socialize with them...I went to some fishing trips and some house parties with them before this pandemic was happening in the beginning of the study program back in 2019”.

The participant further stated: “.... before the pandemic, it was quite easy... for us to hang around and have some parties and talk with many people like with local students, or EU students or non-EU students, whatever you can say. But with a pandemic is going on...”.

When asked about feeling accepted in Norway or by fellow classmates, the informant No.6 said: “I never felt that I'm not accepted in the classroom or in the classroom environment at least. However, being accepted is a complicated term from a wider social point of view, which involves accepting the cultural differences and being respectful to each other's values. So, I never experienced any drawback following my values, or I was never forced to follow our practice

anything by force, and therefore, I would say the notion of acceptance depends on the actions of both parties. I mean, I have always valued Norwegian culture and their friendliness, therefore, I never witnessed any hostility in any social setting, as well as I was, as long as I was an international student”.

With respect to interactions outside classroom, he had a mixed feeling and replied: “I never had that much interaction outside the classroom with Norwegian people in general. But as far as I have experienced, I didn't face any discriminatory practice. However, he also said that socializing with Norwegian students might be difficult at first, especially because we have a language barrier. But once you get to know them, it's very easy to socialize in a social setting, they will compromise a lot to make you feel comfortable and make you feel accepted in their circle of friends. It was not that challenging. It is due to the language. But after that, it's all right”. “Yeah, in the student house, we have common space. So, whenever there is any party in weekends, we join, if we are free. Yeah, there is no restriction in joining social events”.

About feeling accepted by fellow Norwegian classmates or in Norwegian society, the interviewee No.7 mentioned: “Yes, actually, they are whatever I just got from my practical experience that I can say that. I saw; I heard many opinion about Norwegian people. Some says they are they are mostly introvert; they don't like to meet people. But the person, the guy, I've met all were, you know, very good person. They were kind of extrovert and from my point of view, yes, I feel accepted to them. You know, is that it's good, actually. I got well accepted”.

With regard to having interactions, socializing and being friend with Norwegian classmates outside the classroom, the informant stated: “Well, actually, the matter is that I came to Norway in, you know, COVID-19 situation. So, in that case, I didn't had so much opportunity to get myself familiar, familiarized with, you know, my friends. So, I had to do online chatting. So, in this case, I have to say that whoever I tried to, you know, chat or connect with, yes, they are good. They are actually, gladly welcomed to me and from this point of view, actually, I think not too tough to get myself socialized with Norwegian student or community. Whatever you say, they are very much polite and whatever I need, I just asked them, and they helped me, and they just gladly accepted me....”.

About feeling accepted by Norwegian classmates or in Norway, the respondent No.8 said: “Well, as I feel, there is a big difference between our cultures, norms, traditions, I have faced issues and received help from the local people here. I didn't experience any negative or offensive behavior

from any Norwegian. Overall, I am happy with everything”. Upon further clarification, I asked the interviewee if he feels accepted in Norway to some extent, he said: “Not to some extent, but I would like to tell you in a good extent I feel unaccepted.”

Regarding socializing with Norwegian classmates outside the classroom, the informant replied: “Before I tell you anything, I would like to tell you some of my facts. The fact is I am not outgoing guy... However, based on my attributes, I feel the local Norwegian tend to be friend with other local Norwegian. Even I found a gap between local Norwegian and migrated Norwegian. There is a gap. For an example, while making any group related to study like for project or lab work or for any assignment, the local Norwegian students always formed group with other same category, migrated Norwegian students with other same category and the other international students with their category. So, this type of sub-categories I have discovered in my classroom. Same trend is also found about interactions. but of course, it is true that whenever they are asked for help, they are found helpful”.

5.3.1 Summary of Findings

The findings from social integration experiences of the participants reveal that all of eight participants feel accepted and welcomed by the Norwegian students inside the classroom. As far as feeling of acceptance outside the classroom is concerned, there of the eight participants are highly satisfied with their social integration experiences outside the classroom. Interviewee No. 7, Interviewee No. 1 and No.2 claim that they feel accepted by Norwegian classmates so far both in the classroom and in a social setting. For the Participant No.7, a first-year student, it is not too hard to socialize with them even though many people say to him the opposite. In opinion of participants No.1 and 2, Norwegian students are friendly and easy to socialize with outside the university; they join parties in their student dormitory with Norwegian students.

However, another three of the eight participants don't feel accepted at all outside the classroom in a social setting. Participant No.3 mentioned that it's really hard to socialize with them outside the classroom due to mainly language barrier. He said that Norwegian people or students like to speak in Norwegian among themselves when they are having a party or a get-together. They will not be interested in socializing with you if you do not know Norwegian. He expressed his frustration saying that I am trying to integrate and socialize with them, but they are not letting me, which is a significant finding.

Informant No.4 reported similarly that it was really hard to socialize with them outside the classroom because they are only open to their close ones. According to him, international students mostly socialized with other international students and Norwegian students with themselves; there was a layer between us. Interviewee No. 8 mentioned that in classroom, he found Norwegian students very helpful and responsive but outside the classroom, he feels unaccepted to a large extent, but he has not faced any discriminatory behavior in Norway. Even though he is not an outgoing guy, he has found that Norwegian students tend to be friend with other Norwegian students and international students with other international students.

Two of the informants gave a mixed review of their social integration experience. From their social integration experiences, it seemed that they were not satisfied nor dissatisfied with their socialization experience with Norwegian students. Participant No. 5 noted that it was easy for him to socialize with Norwegian students outside the classroom and he attended some parties with them in his student housing, but in his opinion, the university needs to arrange more activities that will provide international students with common ground to interact with Norwegian students and make the international students like him feel at home. This means that the informant does not feel accepted enough in Norway and more interactions between international students and Norwegian students are required for him to have a sense of belonging in Norwegian society.

Informant No.6 mentioned that he always felt accepted in the classroom environment at least and he never faced any discrimination in a social setting, but he never had that much interaction with Norwegian people outside the classroom. Sometimes, he joined party on the weekend with them if he wanted in his student dormitory. Initially, he had problem socializing with Norwegian students due to language barrier. But once he knew them, Norwegian students did a lot to make him feel accepted and comfortable in their circle of friends. The analysis of the research theme ‘social integration’ will be discussed in the next section.

5.4 Professional Integration

Professional integration in this paper means receiving necessary support from the USN to enter into the labour market in Norway after study and become permanently integrated into Norwegian society. International students get one year residence permit after study as per UDI regulations. If they can find a job within this time limit, they can stay and live in Norway permanently. Otherwise,

they have to leave Norway. Therefore, those international students who want to settle in Norway permanently after study must get a job relevant to their study. With this context in place, getting equipped with required skills to enter into profession and being a permanent member of Norwegian society have been identified as professional integration in this research.

To get insights into experiences of labour market integration, questions were asked regarding USN's role in providing Norwegian language course; the importance of learning Norwegian for integration into employment and Norwegian Society, and their confidence of becoming a part of the Norwegian labour market and society after study. The participants shared the following opinions and experiences on those topics.

Informant No. 1 mentioned: "Right now, our university is not providing any Norwegian language course. But if they could, it will be very helpful because there are so many people here, I mean, especially the people who are old, and sometimes, we travel in public transport, like sometimes, they don't speak English. So, I think if they offered Norwegian course, it would be helpful, that we can communicate easily, of course, for getting a job and for communicating with my classmates, it could help; it will help us".

About the USN offering the language course, the interviewee No. 2 said: "In USN, there is no language course for international students, maybe for some, some of the students who are studying culture, our history of Norway, but not for us.....due to my study pressure, I didn't get enough chance to practice Norwegian language, but definitely the language is important. Yeah, I mean, I must learn, maybe, maybe after finishing my master's".

Concerning the importance of Norwegian language for the integration in Norway, the informant reported: "Yeah, I mean, speaking in English here is definitely comfortable. Everyone is taking in English here; it's not a big deal. But if you can speak to them in their native language, definitely, you will be more welcoming and also, it's important for future if you want to stay for longer time in Norway. So, in that context, it's simple".

Asked if the participant feels confident that after graduation, she can get a job and become integrated into the Norwegian society, her response was the following: "Um, yeah, at the beginning, I wasn't that confident because like, no one was sure about, like, whether they can stay here after study or not since the job is a mandatory here and you have to have a job from your study

background, so I wasn't quite sure at that time, but after like, well, one year, I quite completed lots of courses in my study, and I also got this job. So, I feel a lot definitely confident that Yeah, I can stay here. Maybe if I get the job, definitely, I can stay here.....”.

Informant No.3, on the USN offering any Norwegian language course, replied: “To be honest, it is a really, really, what can I say, frustrating for us.... because USN is the newest University of Norway, but in regards of their age, they are really old. So of course, they should try to organize something as language courses...so that international students can learn the language. Like in Oslo University, if you're a student, you can get the language courses for free. There is a language course in University of Stavanger. There is a language course in NTNU. Like almost in all the big universities, they have this language course, why not USN! And we have eight campuses, there are thousands of international students were coming to USN every year. Why don't we have that?”

On the role of Norwegian language in professional and social integration, Informant No.3 stated: “Of course, it will help because, you know, I already told you at the beginning that language is a great barrier for the international students to be integrated into Norway. So, if they knew the language, like I will not say it's a discrimination; It's, maybe, common human psychology, like I'm from Bangladesh, you know, so if I, if I hear someone speaking Bengali, of course, I will feel good, I will be more easy with him or her and we will have a conversation. So, it's like a almost psychology that if I can speak Norwegian, then more Norwegian people will be like helpful to me, they will mix up with me. They will be comfortable around me; they will be comfortable talking to me and everything. So yes, we need our language course or language, cafe, whatever it is, we need it”.

The informant noted USN’s position on language offer: “Actually, many Universities already providing. I know USN not providing it..... some universities, if you say, there are UIO; NTNU, Stavanger, they have their own language courses, which is well-designed. You can learn everything; you can learn up to professional levels, which we say B2 or C1....”.

He emphasized the need of Norwegian language for professional and societal integration in Norway, saying that language is a “strong barrier”, adding that “I mean, not even just for to prepare for the labour market, you know, they were making a student coming, full-time students, who is coming, at least for two years. To survive, to be with the society, they should know how is going on the society and to know it, the first thing you should have that's the language and then the social

integration, and also language is the key pathway to have this integration. So, all the universities should have, and some universities already have it”.

Asked if the interviewee No. 4 feels confident after his graduation in terms of getting job and familiar with Norwegian people or Norwegian classmates, his opinion was that “out of classroom, either in the society or in the job market, I feel very opposite environment. If I say let's see, all my classroom, it's very easy to talk in English. But if you come on the job market, you will face discrimination, first, for language, even if you speak, still, you may face discrimination just because of your race or your, you know, background where I was born. That's how I experienced”.

About offering language course by the USN and the importance of Norwegian language in Norwegian society, the interviewee No. 5 stated: “I can say like, I think University should more closely look into the matter of language learning language. The thing, I say, this because I think if the university and the government, Norwegian government is trying to have educated people integrated in their society from international student background, they should look into the matter of language also because in many jobs, many job sectors in Norway language is a must”.

With respect to his confidence of being part of Norwegian labour market and society after his graduation, the informant No. 5 replied: “To be honest, I think it is a little bit difficult after receiving education for the international students to get integrated in this country. You have to have some exceptional skill to be integrated in this country...like, either you have to have the language, or you need to have a super exceptional skill that exceeds their expectation, and they want to have you. So, I mean, it's pretty difficult for international students, because as per the Norwegian rule, we have only one year to look for our jobs and the thing is, with two-year studying, your study is full-time study that we are totally focused on our study. So, when you focus on your language and look for your job also, like, not the job, I mean, like professional job and living expenses, so it gets the quite difficult for us to maintain this within two years and after the two years, when there is only one year; one year is limited time to search for jobs, I think it's pretty much a steep curve for them to fall behind. Because, you know, you have less time to prepare yourself for the future. So, within this time, it is theoretically difficult”.

About his position on USN providing a Norwegian language course and its importance, the interviewee No. 6 explained: “My thought is it would be very positive if the language, there was some kind of language instructions from the university. From a cost point of view, because

university would of course provide the language in lower cost if not free and that would help after graduation also in terms of job searching, and yes, since any job application you make in Norway requires Norwegian language proficiency. Yes, as long as you don't learn it, whether it's in university or outside University, if you don't learn it during your study period, then you cannot practically apply for any job. So, if I don't know if it if it's strategically it's avoided, that so that students don't students don't plan for jobs after graduation in Norway, or it's a conscious choice. I'm not sure. So, yeah, but as I've seen the students who are interested in learning language, they learn outside the university also”.

About his confidence as a USN graduate in getting a job in Norway and settling in Norwegian society, the informant expressed: “Okay, that's a very difficult question. Before graduation, I used to think that, yes, but after graduation, if you see the job requirements, it's, it's a tough call, because you don't know the language still, and the job market is down...Now, I cannot actually evaluate if my degree was better, I mean, my degree equipped me with proper skills or accurate competence to be able to get a job. I think a bit more if I knew the language, I would have, of course, a bit more confidence in getting job”.

Regarding the USN offering the language course to international students and the value of learning Norwegian language for integration in Norway, the participant No.7 informed: “Definitely, definitely, I think if our university could offer Norwegian language course...this will be very good for USN international students, and because we are already lagging behind from NTNU, Oslo Met from the language perspective. Yeah, so from this point of view, I think my university should also include this course....I saw so many of my brothers who are very good student, who got the ‘B’ from USN, and but when they apply for any job, they are just getting rejected only for not knowing the Norwegian language...”.

Asked whether the participant feels empowered and confident about getting a job after graduation and becoming a part of the Norwegian Society, the interviewee No.7 responded: “Definitely, I'll feel myself more and more if I know Norwegian language, because as they are also developed country, they value their languages. So, all their job requirements are that Norwegian language is mandatory. So, from this point of view, if I know Norwegian, I feel myself more confident getting job”.

About same issues, the informant No.8 mentioned: “Well, the great barrier that I feel is the problem with the language. though I have learnt the language by myself but not enough for a fluent communication. The other fact is my weak result. So overall my confidence is average neither too much optimistic nor hopeless. If the language course were offered from the university, it could have been easier to learn the language, so as to get more adapted to the Norwegian culture and society. The possibility of getting work experience would also increase”.

5.4.1 Summary of Findings

The findings from labour market integration experiences of the participants suggest that all the eight participants mentions that the USN does not provide any language course to its international students. They expect a Norwegian language course offer from the USN. For example, one participant, a former USN student, expressed his frustration saying: “To be honest, it is a really, really, what can I say, frustrating for us.... because USN is the newest University of Norway, but in regards of their age, they are really old.... Like almost in all the big universities, they have this language course, why not USN!”.

Participant No.4, a former USN student, mentioned: “Actually, many Universities already providing. I know USN not providing it..... some universities, if you say, there are UIO; NTNU, Stavanger, they have their own language courses, which is well-designed.....; you can learn up to professional levels.....” Informant No.7, a present student, stated: “I think if our university could offer Norwegian language course.... I mean, this will be very good for USN international students, and because we are already lagging behind from NTNU, Oslo Met from the language perspective”. It is noticeable that participants, whether former student or current student, feel that the USN should provide a language course either for free or at a limited cost, following the footsteps of the other Norwegian universities in helping them succeed in their integration in Norway.

Interestingly, four out of eight interviewees stressed the importance of learning Norwegian language for ‘social integration’. They claim that if they want to be part of Norwegian society, that is, if they want to better communicate with Norwegian classmates or Norwegian people, familiarize themselves with Norwegian culture, they must learn Norwegian language.

Informant No.1 said: “I mean, especially the people who are old, and sometimes, we travel in public transport, like sometimes, they don't speak English. So, I think if they offered Norwegian course,

it would be helpful, that we can communicate easily, of course, for getting a job and for communicating with my classmates, it could help; it will help us". In view of participant No. 2: "... If you can speak to them in their native language, definitely, you will be more welcoming and also, it's important for future if you want to stay for longer time in Norway. So, in that context, it's simple".

While emphasizing the need for Norwegian language for social integration, Participants No.3, and No.4, after their graduation, feels that language is the major impediment to social and employment integration for all international students in Norway. Interviewee No.4 mentioned: "...a "strong barrier", "I mean, not even just for to prepare for the labour market... To survive, to be with the society... also language is the key pathway to have this integration".

More interestingly, all of the participants including the above four participants mentioned that learning Norwegian is essential for the labour market integration and thus, permanent membership in Norwegian society. Informant No.6 expressed: "Since any job application you make in Norway requires Norwegian language proficiency... as long as you don't learn it, whether it's in university or outside University, if you don't learn it during your study period, then you cannot practically apply for any job. So, if I don't know if it if it's strategically it's avoided, that so that students don't students don't plan for jobs after graduation in Norway, or it's a conscious choice".

About feeling confident to get a job in Norway after study, and permanently getting integrated into Norwegian society, all of the eight interviewees concluded that learning Norwegian is the key to such empowerment, implying that program-specific knowledge alone will not qualify them to search for a job in Norway and succeed in settling in Norway. Five of the interviewees, who are current USN students, think that if they can master the language, they will feel confident that they can stay in Norway after study.

For example, Interviewee No.5 reported "To be honest, I think it is a little bit difficult after receiving education for the international students to get integrated in this country. You have to have some exceptional skill to be integrated in this country, like, from academic job purpose, like, either you have to have the language....." Informant No. 7 noted: "... all their job requirements are that Norwegian language is mandatory. So, from this point of view, if I know Norwegian, I feel myself more confident getting job".

Interestingly, those participants who have already graduated from the USN, do not feel confident about getting employed in Norway due to language barrier. For instance, participant No.6 replied: “Okay, that's a very difficult question. Before graduation, I used to think that, yes, but after graduation..... it's a tough call, because you don't know the language still, and the job market is down”. Participant No.4 remarked: “out of classroom, either in the society or in the job market, I feel very opposite environment. If I say let's see, all my classroom, it's very easy to talk in English...But if you come on the job market, you will face discrimination, first, for language...”.

5.4.2 Analysis: Social and Professional Integration

So, the findings for ‘labour market integration’ clearly suggest that language is the main challenge or barrier for all the participants to get a job and stay back permanently in Norway after study. For them, confidence of gaining employment after study will only come if they can learn the language and they hope that the USN will provide its international students with a language course like other universities such as UIO and NTNU do.

The worrying finding observable here is that those who are currently studying at the USN believe that if they can learn Norwegian, they can get employed in Norway and settle. However, confidence seems to be fading away among the graduate interviewees No. 3, 4 and 6, who does not clearly feel empowered about the same. All the participants do not have competence in Norwegian language. It remains interesting to see what the current students think about this topic after graduation.

The data from the ‘Social Integration’ theme informs that all the interviewees felt accepted and welcomed by Norwegian classmates inside the classroom, and that friendly interactions occurred between them, the picture of social integration changed when it was considered being outside the classroom, that is, in a social setting. Out of the eight participants, five interviewees were satisfied with their social integration outside the classroom meaning that they were welcomed by their fellow classmates and they socialized with local students on different occasions.

Three of the participants, however, had the opposite experience. They hardly had any social encounter with local students and felt unaccepted by Norwegian classmates or in Norway. The informants claimed that language is main barrier to their social interaction with Norwegian classmates. Even one of the five interviewees who felt got to socially interact with their Norwegian counterparts admitted that he needed more interactions to ‘feel at home’.

If we compare the data from the findings of ‘Social Integration’ with that of ‘Professional integration’, the first clearly discloses that although some of the participants socialized with their local colleagues, and felt accepted by them without knowing the Norwegian, the importance of learning Norwegian for all informants for the purpose of ‘social integration’ cannot be ignored- some others remarked otherwise and identified the ‘language’ as the main challenge for the social integration.

Whereas, by examining the findings under the ‘Professional Integration’, it is perceptible that all the informants emphasized the need that learning Norwegian is essential for getting a job and permanent integration in Norwegian society. This confers that even though some positive experiences of social integration can be noticed from the findings under the ‘Social Integration’ theme, these experiences are not sustainable or permanent for them. For better and permanent social accommodation in Norway, learning Norwegian is a must. Overall, the findings indicate that to better socialize with Norwegian classmates and people, familiarize with Norwegian society and culture to become a permanent member of society, communication in English is not sufficient, given that those who had pleasant social interactions with local students communicated in English. Participants No. 1, 2 and 8 confirm that.

5.4.3 Analysis: Social Integration

The hypothesis that Bangladeshi students at the USN struggle with their social integration can also be substantiated by the existing research literature and government reports. Hauge and Pedersen (2018) find through examination of the empirical studies that a large majority of students at Norwegian HEIs report that they never or almost never participate in activities with international students (P. 2).

In all three white papers, the government lists the low level of integration between international and Norwegian students as a concern (P. 51-52 in St. Meld. nr 14. 2008-2009; p. 65 in Meld. St. 16 2016-2017 as in Hauge and Pedersen, 2018, P.3). Norwegian research show that there is little interaction between international and Norwegian students at Norwegian higher education institutions (HEIs) (SIU 2014; Wiers-Jensen, 2014; SIU 2016, as Hauge and Pedersen, 2018 in P.3). Further, SIU surveys 2014 (P.5) and 2016 (P.39) explored that getting to know Norwegian

students and socializing with them was one of the biggest challenges for international students and listed 'Norwegian students' as the major barrier for the social integration.

With the interview findings from Bangladeshi students and the data from the Norwegian government reports and research literature combined, a claim can be made that social integration for USN Bangladeshi students is a real issue that needs to be dealt with and language is essential for social integration in Norway, even for those who socially feel accepted. Thus, the research question that how USN students from Bangladeshi community are faring in terms of their social integration in Norway is answered. Almost half of the participants experienced the feeling of not being accepted by Norwegian students outside the classroom, that is, in Norwegian society.

The same findings reveal that USN has failed to satisfactorily contribute to accommodating the students in question into their social life. If we look at the USN internationalisation Strategy (2017-2021) and USN Strategy (2017-2021), the USN has no policy to facilitate social accommodation outside the university. One policy that is distantly related here is USN's commitment to developing campuses that are socially inclusive and culturally stimulating so that students can experience a high degree of belonging, wellbeing, and safety.

It must be admitted that the USN implemented this particular policy successfully. The interview findings for the research themes 'Academic Integration' and 'Social Integration' affirm that all of the eight informants felt a stronger sense of belonging and acceptance inside the classroom at the USN; all of them were accepted and welcomed by their fellow local classmates; friendly interactions occurred between them. This position is affirmed by the existing empirical studies too. SIU (2014, P. 5) and (2016, P.39) mention that most of the international students are satisfied with their study environment.

However, this study has particularly focused more on the social integration outside the university and when it comes to improving this aspect of integration, the USN is silent. As explained above, the findings under 'Social Integration' and 'Professional Integration' coupled with the data from the SIU study 2014 and 2016 stress the importance of learning Norwegian for social accommodation of international students. Participants 3 and 4 contributing to the data under 'Social Integration' expressed that that if they had known the language, they would not have failed to socialize with Norwegian students outside the university; they would have felt welcomed by them.

Some of the participants informing the research focus ‘Professional Integration’ claimed that to better socialize with their Norwegian counterparts and to know the society and its culture better entailed learning Norwegian. They are those informants who got to socialize with local students outside the classroom and felt accepted by them, as mentioned under the research focus ‘Social Integration’ expected a language course offer from the USN under the research focus ‘. Against this background, if the policy of USN is inspected, it shows that the USN does not provide any language course and thus, can contribute significantly to improving the social life outside the university by offering Bangladeshi students a Norwegian course.

This study appeals to USN that it should offer a language course to its international students in facilitation of social accommodation. Questions might arise why the USN should take the role of a social facilitator. Theory of multicultural education provides the answer. The fifth dimension of multicultural education, an empowering culture and social structure asserts that ensuring equal learning opportunity and a sense of empowerment necessitates a reform in the schools’ culture and organization, that is, more precisely, taking the role of a social reformer by the institutions (Banks, 2010, PP. 24-25, 1993, P. 25.)

Bank affirms this position saying that “a major goal of multicultural education is to provide all students with the skills, attitudes, and knowledge needed to function within their community cultures, within the mainstream culture, and within and across other ethnic cultures (Banks, 2011 as in Bank, 2013, p. 6). Education within a pluralistic society should affirm and help students understand their home and community cultures. It should also help free them from their cultural boundaries” (Bank, 2013, P. 6). This view can be interpreted to mean that USN should help Bangladeshi students prepare for functioning well within Norwegian society and culture and have a meaningful social life outside its campus by offering a language course. This view seems to pronounce that students alone cannot take the responsibility of learning on their own as the USN Strategy declares (2017-2021, P.9); they need support and empowerment from their schools.

Osler (2015, P. 17) states that “Banks identifies five dimensions of multicultural education, relating to curriculum content; knowledge construction; equity pedagogy; prejudice reduction; and an empowering school culture. The first four primarily address curriculum and pedagogy within the classroom. The fifth, school culture, has a dynamic relationship with broader structural and

organizational frameworks within and beyond the school. All five dimensions implicitly or explicitly address questions of power and social justice within schooling”.

The position adopted by Osler on the fifth dimension of multicultural education by Banks strengthens the position that USN should take the role of a facilitator beyond its academic sphere; as a social structure it should endeavor to prepare and empower Bangladeshi students to function effectively within Norwegian culture and society by offering a language course.

Internationalisation policy of higher education undertaken by the Higher education institutions in Norway, including USN view international students as a potential resource for the improvement of quality of education when Norwegian students gain international perspectives from their international counterparts (SIU, 2016, PP. 7, 9). At same time international students should also have the opportunity to learn more about Norwegian culture and society by having a language offer from USN. Interests of all students regardless of culture or race factors should be entertained by the internationalisation policy as envisaged by Banks’ theory of multicultural education. Two participants claimed that it was very hard to be friend with Norwegian classmates unless you knew the language.

As Bangladeshi students at USN do not have any opportunity to learn Norwegian, and USN does not act in the capacity of a social organization, the same affects their social life and it has been explained empirically and theoretically how USN can act in such capacity, so, under the fifth dimension, as far as their social integration is concerned, Bangladeshi students do not feel a sense of equality and empowerment. Thus, the research question is how USN Bangladeshi students feel about their social accommodation in Norway is addressed.

5.4.4 Analysis: Profession Integration

The findings under the ‘Professional Integration’ reveal that all informants consider knowledge of Norwegian language as essential for getting a job in Norway and becoming a permanent member of the society and as a major barrier for them to this integration. All of them prefers a language program from the USN. The language barrier is also reflected in the government reports as mentioned earlier. The White Paper (2008-2009, Norwegian version, P. 51) recognizes that language is one of the few barriers for international students in Norway and they want a better language offer from the universities.

According to UDI, international student may get up to one year of residence permit and within this time limit, they must find a job if they want to stay back in Norway after study. This right to work and settle in Norway does not make much difference to international students' integration process if they do not get acquire competence in Norwegian language as Participant Nos. 5, 6, and 7 suggest. USN recommends that students should take the responsibility of their own learning in the society they become part of (USN Strategy, 2017-2021, P.9). This policy does not seem to consider the interests of Bangladeshi students who cannot afford the tuition fees for learning the Norwegian. Many students come to study in Norway for free education (SIU, 2014, P.23).

Besides, local students are already deep integrated into the society and not to mention, they know the language. In the face of such competition in job market, international students do not stand a chance to get a job. The Norwegian Parliament recommends that the internationalization of education should add more relevance in terms of the needs of working life and society through developing courses and programmes. Though USN offers study programmes that is relevant for graduates for the international employment market (USN Strategy for Internationalization, 2017-21, P.4), the qualifications remain irrelevant due to language barrier as the participants under the research focus 'Professional Integration' mention.

The white Paper defines 'Internationalization at home' is a term that is increasingly used to emphasize the importance of international aspects being important for our own education system. In the Quality Reform, it was emphasized that internationalization should be part of a comprehensive strategy at universities and colleges.... A key point was to ensure that students and staff who do not travel on various forms of exchange will also receive international impulses and have a richer offer" (Report-Norwegian version 2008-2009, P.52).

USN states internationalization of higher education will be undertaken on student mobility, among others USN Strategy for Internationalisation (2017-2021, P.4). International students are recruited for enabling home students to gain international perspectives through interactions and thus, for improving quality of education by SIU (2016, P.7, P. 9). This meaning of internationalization policy confirms that recruitment of international students are done to improve the quality of education in Norway but it may also imply that employment integration of Bangladeshi international students is not a priority for USN, considering that it does not offer any language course to international students.

In view of the above barriers to labour market integration of Bangladeshi students, a recourse can be had to the concepts of equality and empowerment promoted by multicultural education by Banks. From the challenges to integration into employment in Norway as explained above, it is clear enough that equality and empowerment of Bangladeshi students are at stake here. Fifth dimension of multicultural education, an empowering culture and social structure can be a solution to this issue. It suggests that schools should act in the capacity of a social organization, besides, the role of an academic provider provided that educational equality and empowerment are to be ensured for all students irrespective of their ethnicity or culture (Banks, 2010, PP.24-25).

Notion of equality and empowerment embedded in Banks' concepts of multicultural education and its fifth dimension puts the USN normatively in charge of both academic and social reformer that has a role to play to impact the social and professional integration of Bangladeshi students.

Banks states that "a major goal of multicultural education is to provide all students with the skills, attitudes, and knowledge needed to function within their community cultures, within the mainstream culture, and within and across other ethnic cultures (Banks, 2011 as in Banks, 2013, P. 6).

He further mentions that "The national focus on basic skills and testing is diverting attention from the broad liberal education that students need to live and function effectively in a multicultural nation and world. It is essential that all students acquire basic literacy and numeracy skills. However, students also need the knowledge, skills, and values that will enable them to live, interact, and make decisions with fellow citizens from different racial, ethnic, cultural, language, and religious groups" (Banks, 2010, P.5).

These conceptions of multicultural education by Banks may be interpreted to express that USN policy should reflect both the interests of Bangladeshi and Norwegian students for the sake of equality and empowerment; more precisely, USN should facilitate the process of professional and permanent social integration of Bangladeshi students, which it has committed to do from 2017 onwards. The above expressions by Banks can be taken as a starting point for making a justified case on behalf of Bangladeshi international students at the USN that they should be supported and equipped with all the necessary skills and knowledge to enter into the labour market in Norway and integrate in Norway permanently.

Osler seems to support this position that USN should take the role of a social facilitator for labour market integration and permanent social integration and thus, enable Bangladeshi students to have access to equality and empowerment by having a language offer from it. Osler (2015, P.17) says that the fifth, school culture, has a dynamic relationship with broader structural and organizational frameworks within and beyond the school. All five dimensions implicitly or explicitly address questions of power and social justice within schooling.

Banks' conceptual approach to equality and empowerment in the professional integration of USN students from Bangladesh can be supported by the 2016-17 Report to the Parliament which offers guidelines for raising quality in higher education. It recommends that the study programmes must be relevant insofar as they prepare students for the work they will encounter and the society they are part of and allow students to use their academic skills in their working lives (St. meld, No.16, 2016-2017, P. 12).

The government's understanding of quality of education at universities is that students shall achieve the best possible learning outcomes and personal development; have access to the relevant education to prepare them sufficiently for active participation in a democratic and diverse society and for a future professional career as efficiently as possible (ibid, P.11).

As the empirical studies (SIU Study, 2014 and 2016) and interview findings inform, without the language, Bangladeshi students cannot even enter into labour market, let alone using their academic skills. The recommendations by the White Paper may confer that USN has the discretion to offer a language course to its international students. As in the opinion of Participant 3, if other Norwegian universities can provide the language course, 'why not USN'!

In fact, the Parliamentary Report delegates and confirms that the authority to "raising quality lies in the higher education institutions, together with their academic environments, having ownership of the measures to be implemented, and the authority to customize new measures according to various institutional needs" (ibid, 21). In order to deliver education of high quality, higher education institutions must enjoy academic freedom, according to the Act relating to Universities and University Colleges, it further notes (ibid, P.21). Therefore, it can be discerned in view of the said report that like other state universities, USN has the autonomy to provide international students with a Norwegian language course. In fact, UIO, NTNU and Oslo Met are offering language courses as the participants also confirmed.

The White Paper (2012-2013) is even a stronger advocate for the professional and permanent integration of Bangladeshi students into the society and lends weight to the concept of educational equality and empowerment advanced by Banks which has been applied earlier to determine how USN could have contributed to help Bangladeshi students prepare for the labour market from 2017 onwards by offering a Norwegian course but also how it has a responsibility to do so if the principle of equality and empowerment is to be advanced to the students under the fifth dimension of multicultural education by Banks.

The White Paper to the Norwegian Parliament (2012-2013) states that “the most important goal for the Government’s integration policy is to ensure that all people who live in Norway are able to utilize their resources and participate in the community. All inhabitants in Norway have rights and obligations and should have the opportunity to participate in and contribute to working and social life. Everyone should contribute according to their abilities. No person should be discriminated against or excluded because they have an immigrant background. All public authorities have a responsibility to help meet the goals of the integration policy.”

It further mentions: “Employment is the key to participation, financial independence and equality. The Government therefore wants to ensure that more immigrants, both women and men, can find employment. Better Norwegian language tuition and more targeted labour-market qualification programmes are critical success factors. We need to make better use of immigrants’ skills and competence. Discrimination prevents immigrants from participating in social life and prevents society from utilizing the resources and talents of the population” (St.meld. nr 14. 2008-2009, PP.4-5).

This white paper makes it clear that in order to be a permanent member of Norwegian society, an immigrant must participate in working and social life and the latter requires having competence in Norwegian language and possessing other relevant qualifications. Anything that prevents immigrants from doing so is identified as ‘discrimination’. This is what social and labour market integration in Norway means, as far the government integration policy is concerned, that requires all the inhabitants in Norway to work and then, be part of society.

The integration policy elucidated in this Report is targeted towards immigrants. According to this White Paper (ibid, P.7), among others, an immigrant can be a person who immigrates to Norway

to study and then settle here. Cambridge Dictionary defines the term ‘immigrant’ as a person who goes to another country to live permanently. Corresponding to the said definitions of an immigrant, all Bangladeshi students at the USN can be presumed to be potential immigrants and as such should have an opportunity as a matter of right to participate in working and social life and become a permanent member of Norwegian society. The White Paper implies that USN as a public university has a responsibility towards this goal; Bangladeshi international students should be offered a language course to realize the goal; otherwise, they are led to suffer inequality and discrimination as the Report enunciates.

As can be noticed, the White Paper (2012-13) has explained clearly what constitutes to be a discrimination or inequality. It speaks of ensuring equality and empowerment to the immigrants through facilitating their integration into labour market and becoming into a permanent member of the society. As far as having access to educational equality and empowerment emanating from providing a language course for labour market integration is involved, USN has not supported Bangladeshi student community so far and has scope for contribution in this particular area of integration as a matter of normative and legal responsibility. It has autonomy to reformulate the internationalisation policy that reflects the interests of international students and provide a language course.

Ager and Strang (2008, P.182) states that “all methodological strands of the study identified key areas of cultural competence that are perceived to be necessary to effectively integrate within the wider community. Being able to speak the main language of the host community is, for example, consistently identified as central to the integration process. In the UK context, not being able to speak English is seen as a barrier to social interaction, economic integration and full participation” (Home Office 2006).

The analysis under the research theme ‘Professional Integration’ and evidence from the government reports and other research literature suggest that in consideration of the fifth dimension of multicultural education, an empowering culture and social structure, USN Bangladeshi students do not experience equality and empowerment for preparing for their employment accommodation in Norway. It also shows that USN could have done more to facilitate professional integration of Bangladeshi students by offering a language course and why it should take a role of a social facilitator. Therefore, a conclusion can be reached that the research question of how Bangladeshi international students experience their profession integration in Norway is answered: Bangladeshi

students at USN has both positive and negative experiences of integration as far access to equality is concerned.

Chapter Six

6. Conclusion

To sum up, as far as academic integration in respect of the multicultural education dimensions- equity pedagogy and prejudice reduction- is concerned, experiences of Bangladeshi students are positive; they experience educational equality. USN has done well on those indicators of academic integration. USN can be said to have implemented multicultural education successfully in its school system on the dimensions of equity pedagogy and prejudice reduction. However, in case of content integration and knowledge construction process, experiences of academic integration for USN Bangladeshi students cannot be determined to be satisfactory; they have lack of access to educational equality. Therefore, it may well be assumed that USN could have contributed more to support Bangladeshi students to do well in those indicators of academic integration.

As for the social integration and professional integration, the students in question do not receive language support which is crucial for such integration, and thus, do not experience equality and a sense of empowerment under the fifth dimension of multicultural education for not functioning effectively in the society. It has been found that USN has scope to contribute to social and labour market integration of Bangladeshi students and is normatively responsible for facilitating such integration as theory of multicultural education indicates. So, the experiences of USN Bangladeshi students are not satisfactory regarding social and professional integration. Thus, the research question of how Bangladeshi students at USN experience academic, social, and professional integration in Norway is addressed. This is the ‘thesis outcome’ based on Banks’ theory and other relevant documents, which will be further interpreted and strengthened in answering the research question in the Conclusion chapter.

Nonetheless, as Banks stresses that educational equality, like liberty and justice, is an ideal toward which human beings work but never fully attain. Because the goals of multicultural education can never be fully attained, we should work continuously to increase educational equality for all students. Multicultural education must be viewed as an ongoing process, not as something that we “do” and thereby solve the problems that are the targets of multicultural educational reform (Banks, 2006 as in Banks 2010, PP.4, 22). It can be assumed that the USN as the newest University

has made some progress in integration of international students and it will continue to do so in the future.

What is significant finding here from the thesis outcome is that integration problems of Bangladeshi international students at USN is not just a matter of a language offer; or diverse contents of curricula, but it is more a matter of equality which Bank has promoted through the theory of multicultural education in order to meet the needs of students from different cultures or races. I find it even more convincing to argue that if we are to solve the integration problems that Bangladeshi international students are facing, their struggle must be viewed as a matter of equality.

What is equality in Banks' concept of multicultural education? It is consistently noticeable from all the five dimensions of multicultural education that educational institutions have been suggested to provide all students with equal opportunity to access academic resources or support that will benefit them with their multicultural academic learning or help them achieve their goals in the multicultural society.

Modood (2013, P. 47) explains the meaning of equality given by Taylor (1992) that should be adopted in multiculturalism, which is possibly applicable here. According to Taylor, equality is two types: 'equal dignity' focuses on what people have in common and so is gender-blind, colour-blind. This means that in relation to anti-discrimination policies, the principle of equality should be applied to everybody equally. On the other hand, equal respect is based on an understanding that difference is also important in conceptualizing and institutionalizing equal relations between individuals. If the difference is not recognized, it might be a source of discrimination (ibid, P.48).

If we apply the said meaning of equality to answer the research question, it is noticeable that both the principles of equality are required to address the issues facing Bangladeshi international students at the USN. In case of all of the four dimensions, which exclusively deal with academic pedagogy, as Osler (2015, P.17) claims, content integration (having access to study materials from diverse cultures), knowledge construction (learning how to examine the validity of knowledge), equity pedagogy (facilitating academic achievement) and prejudice reduction (enabling interactions across all students to create positive attitudes), equality principle, that is, equal dignity should be applied in a uniform way; all students regardless of ethnicity or race should be able to do what is suggested by Banks within the first four dimensions of multicultural education.

In case of the fifth dimension, an empowering culture and social structure, Banks suggest that institutions as a social organization should help all students to be equipped with skills and knowledge to function effectively in society. In this respect, equal respect, another principle of equality is applicable to Bangladeshi students. According to this principle, it should be recognized that they have needs that are different from Norwegian students because they need support for language learning from USN for social and professional integration, which Norwegian students do not require. Modood (2013, P. 47) claims that if the difference is not recognized, it will result in discrimination, which means that equality to USN Bangladeshi students will be denied. For the integration in multiculturalism, both principles of equality, equal dignity and equal respect are required (ibid, P. 54) as Banks seems to impliedly promote in his theory of multicultural education.

Therefore, the research is question: How Bangladeshi International students at USN experience academic, social, and professional integration in Norway can be answered by reference to the thesis result- Bangladeshi international students has positive experience of academic, social and professional integration to the extent they have access to equality (both equal dignity and respect) at USN as elucidated in Banks' theory of multicultural education. In other words, whether Bangladeshi students at USN has positive or discouraging experience of integration rests upon how they experience application of the principle of equality in their integration process as explained by Modood (2013). Therefore, if the integration problems of Bangladeshi international students are to be solved, both the principles of equality should be applied to them; not just one.

Osler's (2015) conceives multicultural education from human rights perspective, which will, I believe, strengthen the Banks' theory of multicultural education and the thesis outcome further. Osler states that five dimensions may be interpreted within a narrow national framework, where the nation and national identity gets emphasis over and above our common humanity (PP. 17-18). Osler critiques that this may render the multicultural education ineffective as a means for enabling greater justice and equality at global level (2015, P. 12). Osler argues that multicultural education or in Europe "intercultural education" policies are framed very explicitly in terms of the nation (2015, P. 17). Norway is also not exception to it (ibid, P. 15). At best, one of the goals of multicultural education is to realize justice for minority groups like indigenous, national minority or migrant group within the nation-state (ibid, P. 17).

Therefore, Osler (2015) suggests that multicultural education should be reformed by incorporating the Universal principles of human rights, equality, and justice into it so that it can offer protection

to all students from local to global level (PP. 12, 23). Appiah (1997, 2007) and Parekh (2006) offers strength to Osler's conception of multicultural education from human rights perspectives by highlighting that problems to cultural diversity should be addressed by the principles of international human rights and cultural rights should be understood by adhering to the fundamental principles of equality and justice which underpin those rights (Osler, 2015, P. 18).

In view of conception of multicultural education by Osler, it might be argued that if USN education policies are interpreted through a nationalistic conception of multicultural education, meaning that diverse national student groups including ethnic minorities falls under the protection of the principle of equality as explained by Banks and Modood, international students may not have access to the full protection of the said principle.

In this circumstance, however, if the multicultural education is conceived from human rights approach, that is, from the perspectives of universal principles of human rights, equality and justice, the protection of equality and justice extends to all student groups, local or international as Osler (2015) seems to assert: "Human rights provide a broad perspective for multicultural learning, opportunities to promote solidarity beyond national boundaries, and one which is inclusive of a range of identities. Human rights avoid a singular exclusive focus on the nation which is a recurrent and often exclusive element of citizenship curricula..." (P. 20).

Universal Declaration of Human Rights confirms the universal principle of human rights, equality as enshrined in its preamble, Article 7 and Article 8. As such, if a human right approach is added to the idea of equality as envisaged by Banks in the theory of multicultural education and as explained by Modood in accommodating the said cosmopolitan principle into the concept of multiculturalism in answering the research question: How Bangladeshi international students at USN experience academic, social, and professional integration in Norway, the answer would be: the issue how Bangladeshi international students at USN experience their academic, social, and labour market integration rests on to what extent they have been treated equally as a matter of universal human right in their integration process in Norway. As we observe, the thesis outcome based on Banks' theory is more strengthened and validated with a human rights approach.

To conclude, the research topic of this thesis is about integration of Bangladeshi international students who studied or are currently studying at USN. The research question is: How Bangladeshi international students at USN experience academic, social, and professional integration in Norway

considering Banks' theory of multicultural education. In addressing the research question first, the thesis investigates examines the issue how USN Bangladeshi students experience academic, social, and professional integration in Norway from their perspectives based on the theory of multicultural education by Banks and then, evaluates the USN's role from its policy perspective in the integration process in view of the analysis of the interview findings done by Banks' theory.

In collecting perspectives from USN Bangladeshi students about their integration issues, qualitative, semi-structured interview was conducted. The data collected through the interviews was coded into three research themes- Academic Integration, Social Integration and Professional Integration- relevant to answering the research question, following the procedure of qualitative, thematic data analysis. Then, the data gathered under the three research themes were analyzed in light of Banks' theory of multicultural education. The analysis was supported by the relevant data and theoretical reflections in the current and previous chapter. This process led to the thesis outcome. The outcome reveals that Bangladeshi students in Norway has positive experiences of academic integration in terms of equity pedagogy and prejudice reduction, but struggle with their academic integration in respect of content integration and knowledge construction process, social integration and professional integration. The integration problem is not just a matter of policy or language offer, but more a matter of equality as not just a universal principle but a cosmopolitan principle of human right. Viewing integration issues of USN Bangladeshi students as both an issue of equality as explained by Banks' and Modood and a matter of universal human right is central to understanding and remedying the same.

The significance of this research can be noticed in several ways. First, this research was conducted in an area where previously study was not done. For example, this thesis looked into the issues of professional integration of Bangladeshi international students. As the literature review in the chapter two indicates, previous studies were focused mainly on academic and social integration of international students. Also, the role of higher education institutions was not examined by the previous research whereas this paper examines the role of USN in offering more insights into the research problem.

More importantly, this project intends to act as a representative of all USN Bangladeshi international students, and Bangladeshi students from USN other Norwegian universities, whose struggles are common, and voice their appeals to Norwegian universities that they need support for

their academic, social and professional integration, with their integration issues being considered as a matter of universal principle of equality and human rights, not just a concern for policy reform.

It must be acknowledged that this study has limitations. Even though it is a case study, it appears to generalize the result to Bangladeshi International students from USN and other Norwegian universities. Of course, justification was made for doing so in the chapter of research methodology. This study outcome is not just supported by interview findings but also by Banks' theory of multicultural education and other relevant sources. Having more than eight sample units could have made it possibly more representative, yet time constraint cannot be overlooked.

Finally, further research is needed on the university's role in integration of international students. The topic should be examined also from the perspectives of the members of staff and teachers concerned, to provide us with more insights.

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Annexes

Annex 1 – Information letter and Consent form

University of South-Eastern Norway

Introduction

This is a master's thesis project. This is an inquiry about participation in a research project where the main purpose is to explore the topic of trafficking and integration. In this letter we will give you information about the purpose of the project and what your participation will involve.

The researcher asks that you read this form and ask any questions that you may have before agreeing to being interviewed.

Purpose of the project

How do Bangladeshi international students at the University of South-Eastern Norway experience academic, social, and professional integration in light of Banks' theory of multicultural education?

The purpose is twofold: The first is to explore how Bangladeshi students at the USN experience their academic, social, and employment integration, and second, to what extent USN supports them in this entire integration process as far as its policies are concerned. So, in investigating and determining the first goal, this paper will endeavor to collect information from the students concerned about their opinions, expectations, and experiences of integration in academic, social, and professional aspects of their life in Norway. After the relevant data is collected from the USN Bangladeshi students, the theory of multicultural education by Banks as a standard of measurement will be applied to the findings to determine the first issue of how Bangladeshi students are experiencing their academic, social, and professional integration at the USN. Where relevant, the assessment of the same by the said theory will be further strengthened and validated with data from the existing research literature and government reports.

The theory of multicultural education will be applied to the USN policies concerned and the findings from Bangladeshi USN students to compare the two in determining what policy the USN

has implemented and where it has a role to play normatively. This is how this thesis plans to assess the USN role in the integration of Bangladeshi students. Thus, through the two-step process, the research question will be answered, or its goals will be established. Once the research question is answered in consideration of Banks' theory in the chapter of Findings and Discussion, the research answer named as thesis outcome based on Banks' theory will be also interpreted to address the research question by other relevant literature in Conclusion chapter. This is how this thesis plans to answer the research question in this paper.

Who is responsible for the research project?

MD. Rasheduzzaman, a master student at the University of South-Eastern Norway is responsible for the project.

Why are you being asked to participate?

Because this is a thesis in relation to Bangladeshi students who study currently at or graduated from University of South-Eastern Norway, 8 Bangladeshi students have been selected under these criteria for the interviews.

What does participation involve for you?

This project will employ semi-structured interviews and document analyses as qualitative method for data collection. Names of the participants, information regarding their educational background at the University of South-Eastern Norway and their integration experiences in Norwegian society will be collected by voice recording.

Participation is voluntary

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

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

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

- Only MD Rasheduzzaman, student, and Research Supervisor, Christian Stokke, Associate Professor, Department of Culture, Religion and Social Studies, University of South-Eastern Norway will have access to interviewees' personal information.
- I will replace your name and contact details with a code. The list of names, contact details and respective codes will be stored separately from the rest of the collected data and after publication of the thesis, all personal data will be destroyed.
- MD. Rasheduzzaman, student responsible for this thesis will conduct the data processing.
- Participants will not be recognizable in publications.

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

The project is scheduled to end by August 31st, 2021. All the personal data, including any digital recordings, at the end of the project will be anonymised and destroyed.

Your rights

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

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

What gives us the right to process your personal data?

We will process your personal data based on your consent. Based on an agreement with the University of South-Eastern Norway, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

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

- University of South-Eastern Norway via Research Supervisor, Christian Stokke, Department of Culture, Religion and Social Studies, University of South-Eastern Norway, and Student, Department of Culture, Religion and Social Studies, University of South-Eastern Norway.
- Our Data Protection Officer: Paal Are Solberg, University of South-Eastern Norway.
- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Yours sincerely,

Project Leader

(Christian Stokke)

Student

(Md.Rasheduzzaman)

Consent form

I have received and understood information about the project the Role of Multicultural Education policies at University of South-Eastern Norway in Integration of Bangladeshi Students in Norwegian Societies have been given the opportunity to ask questions. I give consent:

to participate in an interview

I give consent for my personal data to be processed until the end date of the project, approx. August 3rd, 2021.

(Signed by participant, date)

Annex 2

Interview Guide

1. Do you think that you feel accepted in or belong to Norwegian society and by your fellow classmates? Why do you think so?

2. Do you think you were helped by your classmates and teachers satisfactorily in academic learning?

3. How easy is it to socialize and befriend with Norwegian students outside university? Were there more interactions?

4. Did/Do you feel comfortable to express your opinion in classroom? if not, why do you think so?

5. Did/Do you feel comfortable to talk to your fellow classmates? Why do you think so?

6. Do you live in a student house? Were you able to socialize with other local students or European students in your student housing such as having dinner party together, or going for a hangout?

7. How is/was the learning environment in classroom?

8. To what extent, do courses in your program present knowledge, experiences, and challenges from an international perspective? I mean by this did teachers use examples and content from other cultures, not just from western cultures, to explain key concepts and theories, problems and solutions from other countries, possibly east in your subjects?

9. Have the teachers helped you understand how knowledge is created? There might be implicit bias. Have the teachers suggested you examine the knowledge?

11. Did you study books from western writers or from Asia or Africa?

12. Does university provide any language course? How could it help you in your integration in Norway?