

Master's thesis in International Education and Development (MIED)

First Semester, Autumn 2023

**Filipino Teacher Immigrants in Norway: The Critical
Assessment of Educational Integration**

Pinky Logronio Soriano

OSLOMET

OsloMet – Oslo Metropolitan University

Faculty of Education and International Studies

Department of International Studies and Interpreting

Acknowledgements

I am immensely grateful to the individuals behind this research paper.

Firstly, I extend my heartfelt gratitude to Oslo Metropolitan University for granting me the opportunity to be part of your esteemed student body. I am indebted to the teachers in the Faculty of Education and International Studies, especially Professor Tom G. Griffiths, for his unwavering support and consideration. I express my sincere appreciation to my supervisor, Professor Cato Christensen, for his invaluable guidance and the knowledge he imparted that made this paper possible.

I extend my gratitude to the respondents who entrusted me with their stories. Your narratives have inspired me to persist in my efforts to achieve my aspirations, regardless of time or place in this world.

I am deeply appreciative of Ma'am Norvic A. Perez and Professor Mark P. Laurente for their unwavering support, insightful criticism, and invaluable feedback. This paper would not have been completed without the assistance you provided.

To my family, I am grateful for your tireless encouragement during moments when I felt like giving up. To my husband, Archi, thank you for your unwavering faith in me and for steadfastly supporting me throughout this journey. To my daughter, Esther Victoria, you are the driving force behind my determination to confront this challenge with all my might.

Above all, I offer my gratitude to God for granting me this opportunity and for bestowing me with knowledge and wisdom. I thank Him for surrounding me with individuals who have supported me throughout this journey. All glory and honour belong to Him.

Abstract

The study aimed to explore the life of the Filipinos who finished the teaching profession in the Philippines and now reside here in Norway. The respondents were selected Filipino teacher immigrants in Norway. Purposeful sampling was employed in selecting the respondents of the study. Semi-structured interviews were adopted in order to allow for discussions with the interviewers to get informed answers and explore deeper into the subject matter. It will allow the researcher a sense of flexibility in order to give room for discussions. The purpose of this study is to get an understanding of the teachers' experiences in staying here in Norway. As well as getting their point of view about the educational system in the Philippines and here in Norway and the effects of these systems in each individual's life. Then, the chain sampling method was employed in identifying cases of interest from people and it also involves primary data sources nominating other potential data sources. Results revealed from subsections: teacher migration, self-coping mechanism, and dreams for the future, that the Filipino teachers from the Philippines were able to enfold the situation they are having in the receiving country which is Norway. The findings also demonstrated that respondents need to address the effects of the disparities between the Norwegian and Philippine educational systems in addition to being proficient in Norwegian language to pursue and be eligible in the teaching profession in Norway. The implications of this research can be used to promote support for the immigrants in building their careers in which the host country and the settler will mutually benefit.

Keywords: *International Education, Teacher, Immigrants, Critical Assessment , Educational Integration, Norway, Philippines*

Abbreviations

ASEAN	Association of South East Nation
BEED	Bachelor of Elementary Education
BSED	Bachelor of Secondary Education
CHED	Commission on Higher Education
DECS	Department of Education, Culture and Sports
DEPED	Department of Education
EFA	Education for All
EU/EFTA	The European Free Trade Association
GDP	Gross Domestic Product
HEIS	Higher Education Institutions
HUMMS	Humanities and Social Sciences
IMD	The International Institute for Management Development
ITE	Initial Teacher Education
JHS	Junior High School
LET	Licensure Examination for Teachers
NATE	The National Association for Teacher Education
NSD	Norwegian Centre for Research Data
OECD	Organisation for Economic Co-operation and Development
OJT	On the Job Training
PBEEd	Philippine Business for Education
PRC	Professional Regulations Commission
PSA	Philippine Statistics Office
SHS	Senior High School
SMEs	Small and medium-sized businesses
SUCs	State universities and Colleges
TCP	Teacher Certificate Program
TESDA	Technical Education and Skills Development Authority
TLE	Technology and Livelihood Education
TVET	Technical Vocational Training

TVL	Technical-Vocational-Livelihood
UDIR	The Directorate of Education
UDI	The Norwegian Directorate of Immigration
WEF	World Economic Forum

Table of Contents

Acknowledgements	I
Abstract.....	II
Abbreviations	III
Table of Contents	V
1 Introduction	1
1.1. Purpose of the study	3
2 Background	5
3 Literature Review	11
3.1 Mitigation regime.....	11
3.1.1 The Philippines context of migration	13
3.1.2 Migration and immigration of the third country citizens in Norway	15
3.2 A teacher’s entirety.....	16
3.2.1 The role of the teacher	17
3.2.2 The teacher`s progress in connection to the school policy and society	18
3.3 A background of educational system of the Philippines	21
3.3.1 The Philippine education recent assessment status	26
3.3.2 The teaching profession in the Philippines	28
3.3.3 Brain drain	30
3.3.4 Deskillling	32
3.4 Norway`s demographic note	34
3.4.1 A background of educational system of Norway	38
3.4.2 The Norway education recent assessment status	40
3.4.3 The teaching profession in Norway	42
3.4.4 Norway’s basic work qualification	48
3.4.4.1 Norwegian language	48

3.4.2.2 Recognition of the skills of immigrants.....	50
3.4.4.3 Higher education	54
4 Theoretical Framework	55
4.1 Push and pull factor theory	55
4.2 Dual labor market theory	57
5 Research Methodology	59
5.1. Access and gatekeepers.....	59
5.2. Methods.....	60
5.2.1 Observation	60
5.2.2 Interview	62
5.2.3 Sampling	62
5.3 Practical methodological issues.....	64
5.4 Data analysis.....	64
5.5 Ethical considerations	66
6 Findings.....	70
6.1. Teacher migration	70
6.1.1 Self development.....	70
6.1.2 Educational system guidelines.....	71
6.1.3 Language barriers.....	73
6.1.4 Culture exploration.....	74
6.2 Self coping mechanism	75
6.2.1 Self-study.....	75
6.2.2 Time management.....	77
6.2.3 Family support	78
6.2.4 Social interaction.....	78
6.3 Dreams for the future	79
6.3.1 Opportunities.....	79
6.3.2 Educational degree utilization.....	80

6.3.3 Flexibility.....	81
6.3.4 Positivism	82
7 Discussion	83
7. 1 Pull factors associated with the place of origin	84
7.1.1 Culture exploration.....	84
7.1.2 Help family and loved ones	85
7.1.3 Workload, stress and pressure.....	86
7.1.4 Salary difference	88
7.2 Push factors associated with the place of destination	89
7.2.1 Good economy and culture.....	90
7.2.2 Educational gap.....	95
7. 3 Intervening obstacles.....	99
7.3.1 Restrictive immigration laws	100
7.4 Personal factors.....	101
7.4.1 The two markets.....	101
8 Summary and Conclusion	105
References	109
Appendix	118
Appendix 1: Consent form	118
Appendix 2: Interview guide	120
Appendix 3: Participants profile	121
Appendix 4: Map of Norway the research location	122

1 Introduction

Filipinos nowadays discover and explore a wide range of prospects outside of the Philippines in search of new opportunities and experiences. This trend is driven by various factors including the desire for better economic prospects and the aspirations to provide a higher quality of life for their families. One example is Filipinos who completed their teaching careers in the Philippines and now live in Norway. Terms used for teachers who leave their home countries to work abroad are immigrant teachers, migrant teachers, internationally trained educators, overseas-trained teachers, minority immigrant teachers, nonnative teachers, and overseas born teachers (Bense, 2016). The Philippine educational system has been greatly influenced by events in the past thus resulting in the different challenges and problems in the present (Musa & Ziatdinov, 2012). Relevantly, the degree of education that Filipinos learned and adapted was insufficient due to the large disparity in instructional standards. Money was portrayed as the number one reason or what is technically known as the “pull factor” in teacher migration. While the astronomical difference between the salaries as teachers in the Philippines and what they receive in the developed countries is true and certainly undeniable, Filipino teachers are rarely presented in the research literature as teachers who fulfill the conventional role and motivation of teachers which is to attend to the social and emotional development of children (Modesto, 2020).

According to Wei, Hammond, Andree, Richardson, and Orphanos (2009), some of the concerns and problems are in the sphere of education, where the country's highest-achieving nation revamped teacher education to assure improved programs across the enterprise and educators who can afford to become well-prepared when they enter the profession. According to King (2012) there are different typologies of migration which comes in dyads depending on time and circumstances. Examples of these migration dyads are; temporary vs. permanent, regular vs. irregular, voluntary vs. forced and internal vs. international. More than often these typologies overlap or morph from one type to another. For instance, a migrant under a temporary permit change to a permanent resident after a few years of working in a host country since the person is already eligible to apply for a resident permit basing on the immigration laws of the host country (Arguelles, 2019). Another example would be a regular migrant with valid documents for staying in the host country switches to be an irregular migrant due to an expired permit. The globalization brings about substantial

change in the world (Falk, 2015 as cited in Uytico & Abadiano, 2020). There have already been international policies regarding exchange workers around the world. Globalization extended its reach to education. The different schools and institutions have become more open to the foreign teachers and as well as learners (Uytico et al., 2020). Apart from being a major factor in today's globalized world, migration is also a much-discussed topic. Migration is a vital part of a much wider development process because it affects not only the migrants but also their places of origin and destination, whether in terms of financial issues such as countries depending on expenses and benefits (Wei, R. C., et al. 2009).

The research on international teacher migration emerged in the early 2000's, as evidenced by the dissertations, research articles, professional teacher association reports, and books written on this phenomenon. Teacher migration is a worldwide phenomenon. Large movements of teachers occurred between countries with strong language, cultural and historical links. Teacher movements occurred usually from developing, or poor countries, to developed countries. In such countries, teachers' pay is often considered inadequate. Thus, teachers from developing countries moved to developed countries mainly to earn more. Not only do teachers from developing countries move to developed countries but also teachers from developed countries move to other developed countries. However, the main reason is to gain new work and life experiences. For example, in Finland, teaching abroad was considered visits rather than temporary migration. In a survey of 1,033 mobile teachers in Finland, it was found that the main motivation for teaching abroad was to learn about another country or culture. All survey respondents shared the feeling that visits abroad will not bolster their careers or paychecks (Dervin, Paatela-Nieminen, Kuoppala, & Riitaoja, 2012). In addition, it was found that in Europe, from the years 2010 to 2014, approximately 30,000 teachers applied for permits to work in another country (Bense, 2016).

Filipinos come to Norway for many reasons which can be attributed to a combination of personal, economic, and social factors. Some reasons are the following:

1. Norway's strong economy and low unemployment rate make it an attractive destination for skilled foreign workers like Filipinos who are well-educated and skilled in many fields;

2. Filipinos may come to Norway to join their Norwegian spouses or partners in which this is a common reason for family reunification;
3. Some Filipinos may already have family or relatives living in Norway in which they choose to join their family to be together and enjoy a better quality of life;
4. Norway's rich history, stunning natural landscapes, and high standard of living can be appealing for those seeking a new adventure in which some Filipinos are drawn to the idea of experiencing a different culture and way of life; and
5. While English is widely spoken in Norway, some Filipinos may choose to learn Norwegian as it can enhance their integration into society, increase employment opportunities, and facilitate better communication with locals.

Filipino teachers are rarely presented in the research literature as teachers who fulfill the conventional role and motivation of teachers which is to attend to the social and emotional development of children. Instead, there is an emphasis on the difficulties migrant teachers faced in handling classroom discipline and adjusting to their new, cultural environment (Modesto, 2020). In addition, Bartlett (2014) characterized migrant teachers as workers who “go where the money is and teach the children of nations and schools that can best afford them” (p. 103). To counter this discourse, there is a need to explore the phenomenon from the viewpoint of the Filipino immigrant teachers themselves. In order to fill this gap in the existing literature, this study explored the phenomenon from the viewpoint of the Filipino immigrant teachers in Norway.

1.1 Purpose of the study

The purpose of this study is to explore the Filipino teacher immigrants who are now staying in Norway. It focuses on the respondents' viewpoints as individual and professional identities constructed by the participants and the implications to their work as teachers in Norway. Moreover, this research is to present rich descriptions and narratives that reflect the raised meanings of the phenomenon from the viewpoint of the respondents.

It is also significant to the contemporary educational system of developing countries, particularly the Philippines, and how professionals adapt their acquired knowledge and education to the

developed world. The study's findings give the opportunities to tell the respondents' stories offering a richer and deeper understanding of how they navigated their way from the Philippines into situating themselves in Norway. It will also give insights on the perceived opportunities, challenges, and triumphs of the Filipino immigrant teachers in Norway.

Specifically, it aimed to record and analyze the data through these questions:

1. What are the experiences of Filipino teachers that affect their career growth here in Norway?
2. How do the Filipino teachers cope-up with the educational system challenges?
3. To what extent do the Filipino teachers were able to utilize the education they gained back in the Philippines?

The hermeneutic phenomenological approach for this study was used because of its established guidelines (Earle, 2010; Guignon, 2012; Laverly, 2003) and wide use in education (Hatch, 2002). A hermeneutic phenomenological researcher assumes that people function within the world of language and social relationships (Finlay, 2009). The researcher and participants are co-constructors of meanings, where “inter-subjective understanding” (Standing, 2009, p. 21) about lived experience may be gained. The researcher involves the participants to reflect on the meaning of their experiences. In this process, the researcher is involved in what is termed as the “hermeneutic circle” (Guignon, 2012, p. 98). It begins with what the researcher understands about the phenomenon, uses this understanding to interpret the phenomenon and, on the basis of this interpretation, goes back to his or her original understanding to revise it (Modesto, 2020).

2 Background

Emigration to the Philippines began in the 1970s. The reason for this is that the government encouraged people to travel overseas due to the country's growing population and high unemployment rate. They can provide for the living expenses of their loved ones who are still in the country by working outside of the country (Modesto, 2020). Furthermore, it has the potential to help the Philippine economy through remittances sent home by Overseas Filipino Workers. Migrants and wannabe migrants sometimes cite a lack of job opportunities in the Philippines as a reason for preferring to work overseas as cited by the Organization for Economic Co-operation and Development (OECD, 2017). The Organization for Economic Co-operation and Development (OECD) is a unique form where the governments of 37 democracies with market-based economies collaborate to develop policy standards to promote sustainable economic growth (oecd.org).

According to the OECD, migrants and potential migrants frequently cite a lack of job possibilities in the Philippines as a factor for preferring to work overseas (OECD, 2017). The employment condition and labor migration are linked, according to the Philippine Statistics Office (PSA, 2016). According to the data, from 2013 and 2016, labor force participation rates hovered around 64%, dropping to 63.3 percent in the most recent round (July 2016). Unemployment declined from 7.2 percent in 2013 to 5.4 percent in July 2016 throughout this time period (PSA, 2014b) (PSA, 2016). The underemployment rate was greater in previous years, holding above 19 percent (PSA, 2014b), before falling to 17.3 percent in July 2016. This suggests that, over time, the Philippine economy has been able to reduce its unemployment rate, albeit slowly. However, this was insufficient to prevent its citizens from working abroad. The unemployment rate among young people aged 15 to 24 years old is significantly greater, with a total of 48.2% unemployed (PSA, 2016).

Typically, young emigrants arrive in a job that is low-skilled in comparison to what they completed in their home country, and it is more typical in the production or service industries, where high-demand occupations are available (Asis and Battistella, 2013). Many Filipino professionals face challenges in finding jobs abroad that align with their qualifications and expertise. This phenomenon is called as “brain waste” or “de-skilling”. According to Kofman (2012), de-skilling can be defined either as migrants who work in sectors other than those for which they were trained

(sectoral deskilling) or as work in the sector for which they were trained but at a level below their qualification (hierarchical deskilling). Each country has its own set of requirements for professional certifications and licenses. Filipino professionals may need to go through a complex and time-consuming process since some host countries may not fully recognize or accept credentials obtained from educational institutions in the Philippines. Even if young Filipinos travel abroad, there is no guarantee that their job prospects would improve when compared to the domestic labor market. Filipino professionals do not receive jobs that are appropriate for the courses they completed back home, resulting in brain waste or de-skilling (Battistella and Liao, 2013).

Filipino teaching professionals are not exempted from these low-skilled jobs. Research on international teacher migration began in the early 2000s, as evidenced by dissertations, research articles, reports from professional teacher associations, and books on the phenomenon (Modesto, 2020). For teachers leaving their home country to work abroad, terms are used that include immigrant teachers, internationally trained educators, overseas teachers, minority immigrant teachers, non-native teachers and foreign-born teachers are (Modesto 2020). Teacher migration is a worldwide phenomenon.

It was the year 2002 that marked the start of a significant global teacher labor market in the U.S. as documented in the research literature. Teachers from developing countries seek opportunities in more economically advanced countries where they can earn higher salaries and have access to better compensation packages which can significantly improve their standard of living. Industrialized countries like USA, Australia, and Finland are industrialized countries which often have a higher demand for skilled professionals including teachers due to their well-developed education systems and growing need for educators. These industrialized countries tend to have better-equipped schools, more advanced teaching materials and improved technology which can enhance the teaching and learning experience. In the Philippines, teacher pay is often viewed as inadequate. As a result, teachers from developing countries moved mainly to developed countries to earn more starting 2010 up to the recent years. Not only do teachers from developing countries move to industrialized countries, but also teachers from developed countries move to other

industrialized countries. The main reason, however, is to gain new work and life experiences (Modesto 2020).

Wei, R. C., et al. (2009), claims that all of the world's highest-achieving countries produce outstanding results. In the context of education, "highest-achieving countries" typically refers to nations that consistently score well on international assessments such as the Programme for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD). These assessments measure the academic performance of 15-year-old students in reading, mathematics, and science. Wei, R. C., et al.'s claim highlights the exceptional educational outcomes of high-achieving countries but it's important to consider a broader range of factors when evaluating the effectiveness of an education system. This is due to the fact that they have all of the necessary training and have spent a significant amount of time in school.

Countries like Finland, Singapore, Japan, South Korea, and Canada are often cited as examples of high-achieving education systems. These nations tend to score exceptionally well in international assessments and are often held up as models for other countries to emulate in their educational reforms. It's important to note that while high achievement on international assessments is one measure of educational success, it is not the only factor to consider. Other aspects of education, such as equity, inclusivity, creativity, critical thinking, and social and emotional learning, are also crucial for a well-rounded and effective education system.

Additionally, the methodologies and interpretations of international assessments can be subject to debate, and there may be various factors influencing a country's performance, including cultural, social, economic, and policy-related elements. Typically, this entails at least a full year of training in a university-affiliated school, such as Finland's model schools, which are similar to professional development school partnerships established by several U.S. programs (Wei, R. C., et al. 2009).

In Norway, it aligns with common requirements for becoming a teacher as well as in many other countries. The proficiency in the Norwegian language is crucial for anyone planning to become a

teacher in Norway. This requirement ensures that candidates can effectively communicate in the language of instruction which is essential for teaching. Meeting specific math and science requirements is often necessary for individuals aspiring to become teachers especially in subjects related to mathematics and the natural sciences. These requirements are in place to ensure that individuals entering these professions are well-prepared, both academically and linguistically, to meet the demands of their roles and provide high-quality services to their respective communities. Nielsen (2017) suggestion aligns with the broader understanding of entry requirements for these professions. It's worth noting that specific requirements and regulations may change over time, so individuals aspiring to enter teaching field in Norway should always verify the latest criteria set forth by relevant authorities or educational institutions.

In the field of health, the study of Gotehus (2021) uncovers the life of Filipino nurses in Norway who experienced decline from their actual profession. In the attempts to integrate into the nursing staff in the target countries, nurses trained abroad are confronted with barriers that can make access to nursing positions difficult or even block them. These barriers include verification and assessment of credentials, language requirements, entrance exams, financial restrictions, communication barriers, discrimination, and differences between cultures and values. Some scholars have argued that these barriers can result in the deskilling of overseas-trained nurses during migration, and often draw migrant nurses into lower-skilled care work (Hawkins, 2013, Salami et.al., 2018). According to Gotehus (2021), the registration of nurses as low-skilled nurses is an increasing global phenomenon, and experiences described as deskilling have been found in migration studies, including research on care migration.

The narrative of deskilling underestimates the agentic dimensions found, in which migrant care workers implement a number of coping strategies in order to question, cope with or even use the realities of working life in the Norwegian health sector. Korzeniewska and Erdal (2019) research on Filipino and Polish migrant nurses in Norway, found that despite the different structural conditions, both groups experienced threats to their professional identities, which may be described in terms of deskilling. They argue that the narrative of deskilling ‘underplays the agentic dimensions found, whereby nurse migrants implement a range of coping strategies in order to

challenge, manage or even capitalize on the realities of working life in the Norwegian healthcare sector' (p.2). Furthermore, 'a narrative of deskilling also lacks sufficient sensitivity to the roles played by the passage of time' (Korzeniewska and Erdal, 2019, p. 2). Drawing on these findings, they point out that the concept of 'deskilling' is poorly theorized in migration studies and tends to underplay the agentic dimensions. In this article, deskilling is understood as a subjective and situated process in which the education and professional experience of nurses are not employed in a meaningful way (Korzeniewska and Erdal, 2021, Nowicka, 2014).

If foreign educational qualifications are not recognized by the supervisory authorities of the host countries, migrants lose access to the professions that they exercised before migration (Gotehus, 2021). This situation is defined in which migrant workers fill jobs that do not match their qualifications and experience, as deskilling. However, deskilling can also occur as a result of broader racial and ethnic factors, if migrant workers are expected to take jobs that do not use their resources and skills in the same way as the non-migrant population. Power and knowledge are closely related, and failure to recognize prior education and experience disempowers migrants (Gotehus, 2021).

Discrimination, implicit biases, and structural inequalities based on race and ethnicity can influence the opportunities available to migrant workers. This can result in them being directed towards lower-skilled jobs regardless of their qualifications and skills. Addressing issues of deskilling and ensuring the appropriate recognition of migrant workers' qualifications requires systemic changes including policy reforms, educational recognition processes, and efforts to combat discrimination and bias. Gotehus (2021) sheds light on the complexities and challenges faced by migrant professionals and highlights the need for more inclusive and equitable policies and practices in a host country. Recognizing the value that migrants bring in terms of knowledge, skills, and diversity is not only matter of social justice but also a means of enriching the societies they join.

Gotehus (2021), reveals that during the first two years, most of the nurses were able to increase their resources, particularly in relation to language skills and knowledge of Norwegian society, which were ultimately crucial for them to become nurses in Norway. The lack of recognition of

nursing degrees in the Philippines and the relocation of these nurses to less qualified positions than healthcare workers in Norway leads to downward professional mobility of nurses, an experience often referred to as deskilling. In addition, length of stay of carers in Norway may have contributed to the fact that language skills, confidence and knowledge of rights increase over the time they spend in the labor market and enabled workers to protest against exploitative practices (Gotehus, 2021). The analysis shows that many nurses who have faced barriers in the Norwegian labor market have chosen positions as regulated health workers that are well below their educational level.

Although nurses from the Philippines represent the largest number of nurses in Norway trained outside the EU, the number of licensed Filipino nurses is relatively small. In 2017, 946 nurses with a Filipino educational background were employed as nurses in Norway. There are also a greater number of nurses trained in the Philippines who work as health workers in Norway. In 2017, there were 1,808 healthcare workers in Norway with a Filipino education. Most of them have degrees in nursing in the Philippines (Gotehus, 2021).

This qualitative study is significant to the current educational system in developing countries, particularly the Philippines, and how professionals in the teaching field adapt their acquired knowledge and education to the developed world.

3 Literature Review

Theories, opinions, and concepts of various authors related to this study are included in this section to provide a strong frame of references treated under study. The researcher placed a strong emphasis on mutual benefit actively engaging as a good listener while maintaining the role of the investigator during the research process. Discussed in this part is the review of related literature that will be incorporated in the qualitative study. This part comprises the researcher's discussion on the related topics of this qualitative research.

3.1 Mitigation regime

Migrants are defined by the Migration Observatory at the University of Oxford as people who were born in another nation, have foreign citizenship, or have moved to a new country to remain temporarily or permanently (Anderson & Blinder, 2019). Likely, those who follow distinct terms and conditions of the country they are about to join, willingly or unwillingly, are referred to as migratory regimes (Bikova, 2016). It further adds that it is shaped by immigration policies that define quotas and specific procedures for entry into the country, as well as settlement and naturalization rights, employment, social, political, and civic rights. International labor migration has already shaped and defined the economic market. This is because migration is a long-standing tendency in which people migrate to other locations in search of a greener pasture that cannot be found in their home country (Castelli, 2018).

Evidently, modern labor migration is inextricably linked to the process of globalization, as people and places become increasingly intertwined, it is a phenomenon that does not appear to be waning. Then, as a result of rising expectations for higher education and expanding labor markets in need of both high-skilled and low-skilled workers, an occurrence will persist. And, in addition to expanding inequities between countries and individuals, incentivizing and driving people to move, whether for jobs or other reasons (de Haas, Castles & Miller, 2020).

Relevantly, the rise in long-distance migration, often known as intercontinental migration, is a current trend illustrating the interrelationship between globalization and labor mobility. While the ratio of internal labor migrants has been stable for some time, the percentage of intercontinental

labor migrants has climbed from 38% to 55% from 1960 to now, according to statistics cited by the United Nations. As such, in today's society, worldwide labor migration has become a major concern. Apart from being a huge force impacting a globalized society, migration is also a popular issue. The process of migration is an integral element of a much larger process within development because it impacts not only the migrants themselves, but also their places of origin and destination, either in terms of financial aspects such as countries dependent on costs and benefits (Czaika, de Haas, 2013).

Furthermore, when it comes to migration, there are various forms. Internal migration is the movement of individuals within a national state; there is no cross-border movement of people, and it is typically characterized by rural-to-urban migration as cited by (Rees, 2001). In contrast to internal migration, it comprises the cross-border and international movement of humans in which migrants shift their country of residency from their place of origin to the destination location (Rees, Stillwell, Boden, Dennett, 2009). Migration can also be labor-based, transitory, permanent, illegal, or provoked by violence (Boyd & Grieco, 2003).

Particularly, in order to achieve a comprehensive understanding of the causes and effects of migration, it is necessary to highlight migrants limited, but real, capacity to overcome the structural constraints obstructing the migration process, and to demonstrate how they, by exercising agency, find themselves in a position where they can reshape their own context (De Haas, 2007). Within the migration process, it is especially important to examine the relationship between structural system, economics, and bureau, because the individual migrant is at the center of attention, and migrants are the ones who shape contemporary responses to the social movement (Bakewell, 2010).

In addition to accepting that agency is a crucial element in how and how individuals migrate, it has been sufficiently argued that integrating the idea of gender has further expanded understanding of who migrates and why they migrate. Traditional approaches to migration, in addition to being deterministic and, to some extent, incapable of adapting to a globalized society, see migrants as genderless agents. Despite this, research has demonstrated that the agent's gender identification and

social norms play a significant role in determining the migrant's migratory experience (Hoang, 2011).

3.1.1 The Philippines context of migration

With over 10 million Filipinos working or living abroad, the Philippines is one of the largest labor export countries. The government encourages migration because remittances sent home help to support the country's economy (Asis, 2017). Personal remittances from overseas Filipino workers amounted to about 8.5 percent of the GDP in 2014 (The Central Bank of the Philippines, 2015).

The Pinoy Youth Barometer poll indicated four out of ten young Filipino students planning to work abroad after graduation. Their top three motivations are: to send remittances to their family (75 percent); to experience other cultures (72 percent); and the absence of opportunities in the country (67 percent). Even young children (8-10 years old) express a desire to migrate at some point (ECMI/AOS-Manila, SMC, & OWWA, 2004). In comparison to other Asian countries such as India, China, Japan, and Korea, student mobility from the Philippines remains minimal. According to UNESCO, over 11 454 Filipinos were studying abroad at the postsecondary level in 2014. Data on student movement from the Philippines are not collected, and there are no policies in place to address this form of migration. Although the current numbers are small in comparison to permanent migration and temporary labor migration, they are expected to grow in the future. The Philippines has just recently begun to connect migration and development policies (Asis & Roma, 2010; Asis, 2008). An earlier country report evaluated the literature on the impact of migration on agriculture, labor markets, trade, investment, financial services, education and skills, health, social protection, and the environment (Asis, Tigno & Ducanes, 2014).

In the Philippines, four sectors have been chosen as research foci: labor market, agriculture, education and investment, and financial services. Continued outmigration has also prompted worries about brain drain, a topic that has been debated since the 1970s, particularly in the context of the departure of doctors, nurses, and other health professionals. An early study showed that health professional emigration did not result in brain drain; rather, their migration reflected the domestic labor market's incapacity to absorb these specialists (Pernia, 1976). According to a recent

statement, brain drain happens when the education and training system is unable to replace departed personnel. She emphasized the growth of higher educational institutions, post-secondary technical and vocational schools, and training centers, all of which create a significant number of graduates, but only a few high-quality institutions produce well-prepared and high-quality workers (Tan,2009).

Furthermore, an overabundance of workers with general skills contributes to the Philippines' high unemployment rate, particularly among young people. The patterns of enrolment in postsecondary education point to a mismatch between education and the labor market. Many students specialize in only three fields: business administration, education, engineering and technology, and medicine and allied programs. Private higher education institutions in the Philippines and abroad are quick to respond to perceived openings in the labor market. Programs that prepare students for in-demand jobs are proliferating. Regardless of training quality, these institutions produce a large number of graduates who are unable to find work in the domestic or international labor markets. The country's oversupply of nurses and seafarers exemplifies the mismatch in job skills. Meanwhile, the public health sector requires more health professionals but is unable to hire more nurses due to budget constraints (Asis & Roma, 2010).

The dearth of employment possibilities in the Philippines is frequently cited as a cause for migrants and potential migrants to choose to work abroad. Data on employment and labor migration trends imply that migration and the labor market are inextricably linked. Between 2013 and 2016, labor force participation rates hovered around 64%, decreasing to 63.3 percent in the most recent round in July, 2016. During this time, unemployment declined from 7.2 percent in 2013 to 5.4 percent in July 2016 (PSA, 2014). Underemployment is higher, hovering around 19 percent in previous years (PSA, 2014b) before falling to 17.3 percent in July 2016. As of July 2016, youth unemployment (15-24 years old) accounted for 48.2 percent of all unemployed people (PSA, 2016). Unable to find work at home, Filipino teenagers are turning to foreign labor migration as a viable option. Young people (aged 15 to 24) are primarily interested in migrating for work, but they also want to study and experience different cultures (Asis & Battistella, 2013).

It is true that Filipinos are everywhere. According to reports, the Philippines is the world's second-largest labor-sending country. More than 7 million Filipinos live abroad, roughly half of whom are working, while the remainder is either permanent residents or undocumented (Ogena, 2004). Filipino families and individuals may undergo many sorts and levels of transformation as a diaspora nation (Stake, 2005). Furthermore, one of the countries with a large Filipino population in Norway, a wealthy country. Accordingly, because of traditional maritime cooperation, the Philippines and Norway have a long history of bilateral relations (The Royal Norwegian Embassy, 2020). Our two countries' links have grown to include not only the maritime industry, but also other business sectors, labor migration, and peace and reconciliation efforts. As of March 2018, the Filipino population in Norway was 21,383 people. A significant number of Norwegians live in the Philippines. Some work in business, others in charity, and still others have established families or have come to spend their retirement in the sun. Shipping, industrial investments, investments from the Norwegian government pension fund, and trade in services, goods, and commodities are all part of the two countries' economic relations (The Royal Norwegian Embassy, 2020).

3.1.2 Migration and immigration of the third country citizens in Norway

Norway is one of the 37 OECD member countries that participate in the organization (OECD, 2019). Each country is obligated to create a report on immigration and state integration for submission to the OECD. This report refers to the migration rules for education and training under its legislation policy for the fiscal year 2018-2019. Every citizen of a third nation, including the Philippines, is required to follow its policy.

A student from an EU/EFTA member state has the right to stay in Norway for more than three months if he or she is enrolled in an accredited educational institution or an upper secondary school. This requirement applies when the major goal of the stay is education and the person is financially capable of supporting himself/herself and any accompanying family members. A private medical insurance policy or a European Health Insurance Card is required for the student. As previously stated, the student may bring his or her spouse, cohabitant, or children to Norway. In Norway, the student must register with the police. The registration is only required when s/he first arrives in Norway, regardless of how long s/he expects to stay in Norway or whether her/his stay is

interrupted. The student can work and may progress from student to employee. After five years in Norway, he or she may be awarded permanent residence (Thorud, 2019).

A third-country person who has been admitted to a recognized educational institution, such as a university, may be granted a residence visa in Norway to study. To get this, the applicant must be able to demonstrate that he or she will be able to finance his or her stay in Norway and will have adequate living arrangements. Another, an international student from a third country who has been granted a residence permit for educational purposes is permitted to work part-time in Norway. This right does not require a specific job offer. After completing their studies, an international graduate from a third country may seek for job as a skilled worker in Norway. He or she may be granted a one-year residence permit in order to seek employment.

A third-country national between the ages of 18 and 30 may be granted a residence permit as an au pair for up to two years if the purpose of the stay is cultural exchange and the contract with the host family meets certain criteria. Third-country nationals who are trained skilled workers but require extensive education or practical training to obtain the necessary recognition of their qualifications in Norway may be granted a residence permit for a total of two years in order to fulfill the Norwegian requirements for authorization to work in a regulated job (Thorud, 2019).

3. 2 A teacher`s entirety

Teachers serve as role models, mentors, caregivers, and counselors. They have the potential to make a significant difference in the lives of their students. Teachers will primarily convey knowledge to their students in order to help them learn new things about a specific range of disciplines. They look for new ways to support their students' learning styles and are aware that students, particularly young people, learn at a different pace and speed than their peers. As a result, teachers must be highly adaptable and versatile in their class preparations. To be a successful teacher, you must have a creative mind, a good listening ear, and great communication abilities. Individuals that are resilient and tenacious are in high demand (Calaby, 2020).

3.2.1 The role of the teacher

Being a teacher necessitates a variety of roles. A teacher's role is to inspire, motivate, encourage, and educate students. Learners of any age and from any background are welcome. Anyone, at any stage of their career, can pursue a job in education as long as they have a degree. Education has the capacity to affect the lives of the future generation's children. It is a profession in which you can advance and obtain promotion quickly if you achieve quickly. Your compensation will climb in proportion to your greater responsibility, and once you gain experience, your career path can lead you in a variety of directions. A teacher's responsibilities are extensive and can vary greatly depending on the school in which you teach, your specialty subject, and the surrounding community.

One of the most difficult aspects of the work is encouraging children to utilize their imaginations and pushing them to develop consistency, empathy, and emotional intelligence. Teachers play an important role in education, particularly in the lives of the students they instruct in the classroom. A teacher is defined by his or her capacity to teach students and has a good influence on them. In general, a teacher's function in education extends beyond instruction. In today's environment, teaching takes on many forms, and a teacher must act as an external parent, counselor, mentor, role model, and so on (Exceed College, 2021). First and foremost, the primary role of a teacher is to transfer knowledge, which is obtained through teaching. Following a specified curriculum and ensuring that pupils grasp what is being taught are typical aspects of teaching. All other roles of a teacher derive from this one, because if a teacher fails to fulfill his or her primary role of imparting knowledge, it may be difficult to exert any other sort of influence on the adolescent.

Although instructors might not consider themselves to be role models, the truth is that they are. Because of the number of time children spend with teachers each day or week, teachers can exert some influence over them. It is now up to the instructor to determine whether this influence is positive or detrimental. Being a teacher entails more than just teaching according to the curriculum; it entails cultivating the child. Teachers not only convey knowledge, but also assist in character development.

A teacher's job extends beyond adhering to a strict instructional plan and work schedule. Because instructors and students spend so much time together, the teacher accidentally becomes an external parent. Teachers can act as mentors, guiding children in the proper direction. In this capacity, the instructor can inspire and advise the student while encouraging them to be the best they can be. The function of the teacher in the classroom, society and the world at large has shifted from what it was in the past. Teachers were gradually given a defined curriculum to follow, as well as for instructions on how to teach the subject. In today's environment, a teacher's job extends beyond the classroom. Their new responsibilities include advising students, mentoring students, and teaching students how to use and apply knowledge in their daily lives. Teachers are increasingly seeking ways to affect pupils on a whole new level, even inspiring them to be and do more.

3.2.2 The teacher`s progress in connection to the school policy and society

All countries are attempting to strengthen their educational systems in order to better meet rising social and economic expectations. Teachers are crucial to school reform attempts because they are the most major and costly resource in schools. Improving the efficiency and equity of education is dependent, in large part, on ensuring that qualified people desire to work as teachers and that their instruction is of good quality.

Many factors determine student learning, including students' abilities, expectations, motivation, and behavior; family resources, attitudes, and support; peer group abilities, attitudes, and behavior; school organization, resources, and climate; instructional reliability and validity; and teaching abilities, expertise, behaviors, and procedures. Educational institutions are complex, dynamic environments, and determining the effects of these various factors, as well as how they influence and relate to one another – for different types of students and different types of learning – has been and continues to be a major focus of educational research.

The level of academic learning yields three basic conclusions. First, disparities in what children is capable of. The second major implication is that among those determinants potentially subject to policy intervention, factors related to teachers and instruction are the most highly influential on student performance. The general view is that the single most important school variable influencing

student accomplishment is “teacher quality.” The third major conclusion from the study, which is a little more disputed, is about the indices or determinants of educational outcomes. The majority of studies have looked at the association amongst indicators of academic performance, most often standardized test scores and easily measurable teacher attributes such as qualifications, teaching experience, and indications of academic competence or subject-matter expertise.

The capacity to present information in clear and persuasive ways; to establish effective learning settings for diverse types of pupils; to foster positive teacher-student interactions, and to be enthusiastic and creative are some of the hardest to assess teaching attributes; and to collaborate effectively with coworkers and parents. The demands placed on schools and teachers are growing increasingly complex. Society now wants schools to deal well with varied languages and student origins, to be culturally and gender-aware, to foster tolerance and social cohesion, and so on, to successfully respond to disadvantaged kids and students with learning or behavioral issues, to employ new technologies, and to stay up with fast-evolving fields of expertise and approaches to student assessment. Teachers must be capable of educating pupils for a society and economy in which they will be expected to be self-directed learners who are capable and motivated to continue learning.

Students are skilled and inclined to achieve more. The analysis demonstrates that the concerns of teacher quantity and teacher quality are inextricably intertwined. In the short term, school districts frequently respond to teacher shortages by doing one or more of the following: decreasing entry-level qualification standards; sending instructors to teach in subject areas in which they are not qualified; increasing the number of courses assigned to teachers; or raising class sizes. Such measures, while ensuring that no classrooms are left without a teacher and that a shortage is not obvious, raise concerns about the quality of teaching and learning.

However, there are encouraging indicators that regulations can make a difference. There are countries where teachers have a high social standing and there are more qualified applicants than available positions. Even in countries where teacher shortages have been an issue, there has recently been an increase in interest in teaching, and governmental actions appear to be having an

impact. Not all policy consequences are equally applicable to all 25 participating countries. Many of the policy directions are already in existence in a number of cases, while others may be less relevant due to differences in social, economic, and educational organizations and civilizations.

There is indeed a concern that such systems will not appeal to those who are unsure whether they want to commit to a lifetime teaching career early on, or who have earned expertise in other fields. As a result, the key policy concerns in such governments include building tighter links between teachers' basic education and professional development, selections and career development, offering more flexible employment positions, allowing for external recruiting, giving state educational authorities and headteachers greater leeway in executive decisions, and implementing performance appraisal.

So many of the greatest countries have revamped educator information and made sure stronger programs across the enterprise and that capable applicants can afford become well when they enter the profession. Teacher candidates in Finland, Sweden, Norway, and Denmark, and the Netherlands now receive two to three years of graduate-level teaching preparation at no cost to the government, plus a living allowance. This is a widespread practice in Asian countries such as Singapore and Korea, as well as in jurisdictions such as Hong Kong and Chinese Taipei, where most teachers are educated in four-year undergraduate programs, while graduate degrees are becoming more frequent (Hammond, Wei, & Andree, 2010).

Apart from in the United States, where teachers either go into debt to prepare for a low-paying profession or enter with little or no training, these countries invest in a uniformly well-prepared teaching force by reforming preparation, attracting top candidates, and investing in technology, as well as paying for their education. Slots in teaching programs are highly sought for in these countries, and shortages are almost unheard of. Formal training for mentor teachers is also required in countries such as England, France, Israel, Norway, Singapore, and Switzerland. Each new teacher in Norway is assigned an experienced, highly qualified mentor, and the teacher education institution then trains the mentor and participates through in supervision (Hammond et. al., 2010).

The allocation of time in teachers' workdays and weeks to participate in such activities is one of the most important structural supports for teacher learning. Teachers in these nations spend 15 to 25 hours per week on duties relevant to teaching, such as collaborating with colleagues on lesson preparation and analysis, establishing and reviewing assessments, observing other classrooms, and so on. Teachers in the United States work much more hours each year (1,080) than teachers in other OECD countries. Instructional delivery consumes over 80% of U.S. teachers' total working time, compared to approximately 60% for teachers in various other countries, leaving teachers abroad with far more time to plan and study together, generating high-quality curriculum and instruction (Hammond et. al., 2010).

Similarly, schools in Denmark, Finland, Hungary, Italy, Norway, Switzerland, and Flemish Belgium devote significant time to regular collaboration among instructors on instructional difficulties. Teachers at Finnish schools, for example, spend one afternoon each week to plan and design curriculum together, and schools in the very same town are encouraged to collaborate to share materials. When continuing education time is included in teachers' workdays, their teaching strategies can be constant and sustained, focusing on specific challenges and difficulties throughout time. Teachers are given time and resources to research and evaluate their own teaching practices and school programs, as well as to share their results with their peers through seminars and publications (Hammond et al., 2010).

3.3 A background of the educational system of the Philippines

Prior to achieving complete independence in 1946, the Philippines' education system was modeled after those of Spain and the United States, which colonized and controlled the country for more than three centuries. However, since its independence, the country's educational system has undergone ongoing improvement. The Educational Decree of 1863 established a government-managed free public education system in the Philippines. The decree required each municipality to build at least one primary school for boys and one for girls under the administration of the municipal authority, as well as a normal school for male teachers under the direction of the Jesuits. School curriculum has also been declared free and open to all Filipinos, regardless of nationality or social position. Contrary to what the Spanish-American War propaganda attempted to portray,

these were not religious schools, but rather schools established, financed, and maintained by the Spanish government.

On February 2, 1987, a new constitution was passed, and it went into effect on February 11. The 10 fundamental goals of education in the Philippines are outlined in Section 3, Article XIV of the 1987 Constitution. All children were required to attend elementary school under Section 2(2) of Article XIV of the 1987 Constitution. The 1991 report of the Congressional Commission on Education (EDCOM) proposed that DECS be divided into three components. The Higher Education Act of 1994, approved by Congress on May 18, 1994, established the Commission on Higher Education (CHED), which took the activities of the Bureau of Higher Education and monitored tertiary degree programs. On August 25, 1994, the Congress passed Republic Act 7796, also known as the Technical Education and Skills Development Act of 1994, which established the Technical Education and Skills Development Authority (TESDA), which absorbed the Bureau of Technical-Vocational Education as well as the National Manpower and Youth Council and began to supervise non-degree technical-vocational programs. DECS was still in charge of all elementary and secondary education. In the Philippines, this three-tiered split became known as the trifocal system of schooling (Glavin, 2012).

Republic Act 9155, also known as the Governance of Basic Education Act, was passed in August 2001. This act renamed DECS the Department of Education (DepEd) and revised the responsibilities of field offices (regional offices, division offices, district offices, and schools). The act established an overall framework for school empowerment by increasing headmasters' leadership positions and encouraging transparency and local responsibility for school administrations. The purpose of basic education was to provide students and young adults with the skills, information, and values they needed to become compassionate, self-sufficient, productive, and patriotic citizens. In 2005, the Philippines paid approximately US\$138 per pupil, compared to \$3,728 in Japan, \$1,582 in Singapore, and \$852 in Thailand. The Education for All (EFA) 2015 National Action Plan was implemented in 2006. It emphasizes that the major goal is to provide everyone with basic capabilities and to attain functional literacy for all. Providing all Filipinos with the basic learning needs, or enabling all Filipinos to be functionally literate, is similar to ensuring

that all Filipinos have the basic skills. In terms of higher education, all children aged twelve to fifteen are expected to complete the schooling cycle with satisfactory accomplishment levels at the end of each year (Glavin, 2012).

Finally, Senator Benigno Aquino III voiced his wish in 2010 to establish the K-12 basic education cycle, which would expand the number of years of compulsory education to thirteen. This, he claims, will provide everyone an equal chance to thrive" and "provide quality education and prosperous jobs. The Kindergarten Education Act of 2012 formally made kindergarten compulsory, while the Enhanced Basic Education Act of 2013 formally made the remaining twelve years compulsory. Despite the fact that DepEd has already implemented the K-12 Program from SY 2011-2012, it was still signed into law to ensure its continuity in subsequent years (Glavin, 2012).

Currently, education in the Philippines is overseen by three separate government agencies, each with nearly exclusive power over specific areas of the educational system. The first is that elementary education in the Philippines lasts six years, from grades one to six (ages 6 to 12). However, as a result of the reforms, obligatory education has been extended to include all years of schooling, including grade 12. Before entering primary school, children must also finish one year of pre-school Kindergarten education. While it appears that this is not yet standard practice across the country, current legislation requires all children enrolled in Kindergarten at the age of five.

Kindergarten education, like all other aspects of public education, is provided free of charge. Pupils are entitled to enter elementary school after completing the necessary pre-school year, and there are no further admission criteria. The elementary school curriculum was recently overhauled and now includes courses such as Filipino, English, mathematics, physics, social science, and others. However, in places where minority languages "mother tongues" dominate the lingua franca, minority languages "mother tongues" are now being used as the language of instruction in the initial years of elementary school. From grades 4 through 6, English and Filipino are presented as instructional languages in preparation for the future (Macha, W, Mackie, C, & Magaziner, 2018).

Basic education concluded after four years of secondary education, which was pre-reformed prior to the 2016-2017 school year when the first cohort started grade 11 of the new senior secondary cycle (grades 7 to 10). These four last years of basic education were not compulsory, despite being freely available in public schools to all interested pupils. Graduating students received a Certificate of Graduation at the completion of grade 10 and could go on to higher education, vocational training, or work. Secondary education was expanded from four to six years and separated into two levels: four years of Junior High School (JHS) and two years of Senior High School (SHS) during the post-reform period, which coincided with the passage of the K-12 reforms.

In public schools, all six years of secondary education are required and free of charge. Because public senior high schools and classrooms are still being built behind the demand caused by K-12 changes, a new voucher system was established to support SHS study at private institutions. However, because the voucher amount is regulated and does not fully cover tuition at most private schools, this option is out of reach for families who are socially disadvantaged (Macha et al., 2018).

The first level under secondary education is the Junior High School (JHS). Its core curriculum includes the same subjects as the elementary curriculum, with English and Filipino being used as the language of instruction, depending on that Junior High School is the initial level of secondary school (JHS). Its core curriculum covers the same disciplines as the basic curriculum, with English or Filipino as the medium of instruction depending on the subject. Written assignments, performance tasks, and quarterly evaluations (based on tests and/or performance activities) are used to evaluate students. A minimum passing grade of 75 is required for advancement in both single subjects and the cumulative year-end average (out of 100). To advance to the next grade, students with lower grades must take remedial classes and improve their marks. At both the junior and senior secondary levels, there are no final graduation tests. Pupils interested in pursuing TVET can begin exploring Technology and Livelihood Education (TLE) subjects in grades 7 and 8, with the option of continuing to study these subjects in grades 9 and 10. A TESDA Certificate of Competency or a National Certificate may be issued to those who complete a required number of hours in TLE subjects and pass TESDA exams (Macha et al., 2018).

The Senior High School (SHS) is the second level, which comprises two years of specialized upper secondary education (grades 11 and 12, ages 16 to 18). Academic specialization tracks with distinct curricula are fed into students. Students choose a specialization track before enrolling, with only the availability of that specialty at the school they intend to attend limiting their options. Academic Track, Technical-Vocational-Livelihood (TVL) Track, Sports Track, and Arts and Design Track are the four tracks. Languages, literature, communication, mathematics, philosophy, natural sciences, and social sciences are among the 15 mandatory disciplines studied by students in all tracks. SHS has the same grading scale and evaluation techniques as JHS, but with a higher emphasis on performance tasks. Students receive a high school diploma after completing grade 12. Overall, the new redesigned K-12 curriculum is predicted to result in significantly improved educational performance, since it helps to decongest the previously compacted 10-year curriculum. In recent years, Filipino educators have criticized the old compressed curriculum, at least in part, for high dropout rates and poor test scores, because it did not provide students with enough time to absorb and remember all of the content taught to them (Macha et al., 2018).

Technical Vocational Education and Training (TVET) is another sector of education in the Philippines (TVET). Its goal is to prepare graduates for medium-skilled jobs in a variety of fields, such as agriculture, automotive technology, bookkeeping, business services, computer maintenance, information technology, health services, cookery, tourism and hospitality services, carpentry, seafaring, housekeeping, web design, or teaching English as a second language. In 2015, there were over 2,000 distinct training programs available. Despite the fact that the TVET sector has a smaller total enrolment and is less popular than the tertiary sector, it has grown significantly in recent years. The number of students enrolled in TVET programs increased by 295 percent between 2000 and 2016, from 574,017 to 2.27 million. TVET graduation rates have increased dramatically in recent years, rising from 83 percent in 2010 to 95 percent in 2016 (Macha et al., 2018).

Higher Education Institutions (HEIS) are the final branch of Philippine education, and they have risen quickly in recent decades. The number of higher education institutions increased from 1,776 to 1,943 between 2007 and 2016. As a result, the Philippines has the most higher education

institutions in Southeast Asia. According to the Commission on Higher Education or CHED (2016), the Philippines has three categories of public tertiary education institutions. State universities and colleges, or SUCs, are public institutions “established, supported and maintained by the national government” with independent governing bodies and individual charters. Local colleges and universities, on the other hand, are public institutions that are formed and supported by local government entities. There are currently 107 institutions and colleges in the area. Other government schools, on the other hand, are specialized higher education institutions that provide training in public services, such as the Philippine National Police Academy or the Philippine Military Academy, for example (Macha et al., 2018).

3.3.1 The Philippine education recent assessment status

The Philippines' education system, according to ASEAN Post Team (2019), needs to be improved. The International Institute for Management Development (IMD), a research arm of a Swiss business school, recently released the results of a survey on the talent competitiveness of 63 countries from around the world. According to the rankings, the Philippines improved from 55th place last year to 49th place this year. Despite the improvement, the ASEAN country still performed poorly when compared to other members of the bloc. It's crucial to look at the study's indicators in order to understand how this happened. When choosing how to rank a country, the World Talent Ranking considers three primary variables. The investment and development factor, which evaluates the extent to which a country attracts and retains foreign and local talent; the appeal factor, which evaluates the quality of skills and competencies of a country's labor force; and the readiness factor, which examines the quality of skills and competencies of a country's labor force. While a simple example of the investment and development component would be a country's ability to give education to its inhabitants, the readiness element appears to indicate that the quality of the education delivered is also significant. This is where countries like the Philippines, according to the report, fall short.

The Philippines ranked 31st in appeal, 61st in investment and development, and 26th in readiness for the three variables. Similarly, the Philippines had the lowest grade for investment and development last year. Arturo Bris, head of the IMD World Competitiveness Center, informed the

media in 2018 that the Philippines' labor force lacks the capabilities that companies want. He noted that the Philippines was making success in managing its talent pool, and that it was one of only two Southeast Asian countries, along with Malaysia, to increase government spending in education as a percentage of GDP. However, the Philippines' capacity to supply the economy with the skills it requires deteriorated in 2018, pointing to a mismatch between school curriculums and business expectations," he said. But it isn't only a Swiss business school that believes the Philippines' educational system needs to be improved. Local media stated in June of last year that the Philippine Business for Education (PBE) said that while the condition of education in the Philippines has improved in terms of accessibility, it still has a long way to go when it comes to providing quality learning for each learner's success. According to Love Basillote, executive director of PBE, this can be ascribed to a number of causes, including the prevalence of malnutrition and a lack of adequate learning tools, as well as the fact that many college graduates are not work-ready due to a lack of socio-emotional skills.

Justin Wood, the World Economic Forum's (WEF) president of Asia Pacific and a member of the Executive Committee, stated that Industry 4.0, also known as the Fourth Industrial Revolution, is speeding and redefining the skills that employees will require for future occupations. Last November, a group of big technology companies agreed to help the ASEAN workforce improve digital skills. The plan, which is part of the World Economic Forum's Digital ASEAN program, intends to train 20 million individuals in Southeast Asia by 2020, particularly those working in small and medium-sized businesses (SMEs). The initiative is especially welcome given the potential of massive job displacement across the region. Now, based on the findings of the World Talent Ranking, it appears that this approach is also desperately required in the Philippines. The Philippines, on the other hand, must recognize that the vow will only go so far in guaranteeing that it has the right workforce to meet firms' increased skill expectations. Improving the country's educational quality remains vital, and as the results of 2019 show, the Philippines must continue to work on this.

3.3.2 The teaching profession in the Philippines

Philippines education is divided into three levels: primary, secondary, and tertiary, with distinct qualifications for people who wish to pursue those levels. There are specific stages that must be followed in order to become a teacher in the Philippines. Most institutions in the Philippines, particularly public universities, need an admission exam, and students must obtain the required points to enroll in the program. The Bachelor of Elementary Education (BEED) is a four-year degree program designed to prepare students for careers as primary school teachers. The program blends theory and practice to teach students the information and abilities required of a primary school teacher. The program's goal is to develop qualified educators who are experts in the pedagogical approach to education. Students interested in pursuing a degree in elementary education should enroll in the Academic track's Humanities and Social Sciences (HUMSS) strand. Human behavior, literature, education, politics, liberal arts, and society are all covered in the curriculum. The HUMSS strand will cover pertinent subjects that will be covered further in their college lectures (Find University, 2022).

Facilitating learning, child and adolescent development, curriculum creation, educational technology, teaching principles, and assessment of student learning are among the disciplines and curriculum of the BEED. Graduates of the Elementary Education degree should be able to demonstrate an in-depth understanding of the diversity of learners in various learning areas. They can show that they have substantial and thorough pedagogical content knowledge in a variety of subject areas. Measure learning outcomes using suitable assessment and evaluation tools. To increase learning and teaching, employ communication skills, higher-order thinking, and the use of tools and technology. Finally, demonstrate good characteristics of a model teacher, both as an individual and as a professional.

Before graduating, student teachers must do an On the Job Training (OJT) or internship in an educational institution during their fourth year of study. Students are given the chance to put their knowledge and talents to use in a real-world situation. Universities typically require them to provide a written report detailing their tasks, learning experiences, and service hours. Their work performance will be reviewed by their immediate managers and reported to their OJT coordinator.

Each university may have a different amount of hours required. Bachelor of Elementary Education graduates can work in a variety of educational settings. They could work as a preschool teacher, teaching assistant, private tutor, or subject teacher, among other positions (Find University, 2022).

The Bachelor of Secondary Education (BSED) is a four-year degree program meant to equip students for careers as high school teachers, according to Find University (2022). The program blends theory and practice to provide students with the knowledge and skills required of a high school teacher. The program's goal is to generate qualified instructors who can give their students with a positive learning environment. Students interested in pursuing a secondary education degree should enroll in the Academic track's Humanities and Social Sciences strand. Human behavior, literature, education, politics, liberal arts, and society are all covered in the curriculum. The HUMSS strand will cover subjects that will be studied further in their college classes. Its courses and curriculum include learning facilitation, child and adolescent development, curriculum creation, educational technology, teaching principles, and student learning assessment. Graduates of the BSED program should be able to explain how education is anchored in philosophical, socio-cultural, historical, psychological, and political settings. Demonstrate mastery of the discipline and encourage learning by employing a variety of teaching approaches that are suited for the learners and their surroundings. Develop new curriculum, instructional strategies, teaching methodologies, and resources for a variety of learners while adhering to professional and ethical teaching standards on a local, national, and international level.

Unlike BEED, BSED offers a variety of majors. English, Filipino, Mathematics, Sciences, Social Studies, and Values Education are among the majors available in this program. They must also complete On-the-Job Training/Internship before graduating. Students must complete a Student Practice Teaching practicum or On-the-Job training during their final semester of the BSED degree. Student instructors are given the opportunity to put their knowledge and skills to the test in real-world situations. Under the supervision of a faculty member and an advising teacher, the practice teaching program is carried out. Classroom observations are carried out on a regular basis, both formally and informally. The preparation of plans for classroom management and instruction is one of the requirements for practicing teaching. Each university may have a different amount of

necessary hours. Bachelor of Secondary Education graduates are qualified to work in any educational setting. They could work as a teaching assistant, a private tutor, a topic instructor, a high school teacher, or an ESL teacher (Find University, 2022).

Board exams are necessary for both BEED and BSED. A graduate of a Bachelor of Secondary Education must pass the Licensure Examination for Teachers to become a licensed teacher in the Philippines (LET). The Board of Professional Teachers administers the exam, which is overseen by the Professional Regulations Commission (PRC). The LET exam is typically administered twice a year, between January and July. The Teacher Certificate Program (TCP), a non-degree program for graduates of any Bachelor's degree who want to become teachers, is also an option. TCP is regarded as the quickest path to becoming a teacher, requiring only 18 units of Professional Education. Individuals who successfully complete the TCP are awarded a certificate and are eligible to take the Teacher Licensure Examination (Find University, 2022).

3.3.3 Brain drain

The brain drain is the movement of experts from underdeveloped to developed countries. Since the early 1900s, the Philippines has given mechanisms for professional migration. Health professionals, engineers, teachers, and information-technology specialists make up the majority of Filipino professionals who move. Many governments are concerned about the flow of highly trained workers from poor countries to developed countries. This is the phenomenon of brain drain as mentioned by (Lu, 2014). Knowledge workers, also known as highly trained and better-educated persons, particularly physicians, engineers, scientists, and other professionals with university training, leave the country and work overseas (Lu, 2014).

Brain drain is the, international transfer of resources in the form of human capital. It involves the flight of people with a high level of skills and competence from developing countries to developed countries. The term brain refers to any talent or aptitude that can be used as a potential or actual asset, whereas drain refers to a higher-than-normal rate of outmigration (Lu, 2014). The problem of 'brain drain' has been viewed as harmful to low-income countries since much-needed human resources are not utilized. Furthermore, the state's return on education spending is not fully achieved in the education sector (Lu, 2014).

The urge to seek greener pastures drove the professionals to relocate. More than 250,000 Filipinos have moved to the United States by 1975. From 2006 to 2009, university and higher education teachers were in great demand among teaching professionals. Political unrest, low wages, and a lack of job possibilities are all common motivators. Other factors that encourage migration include crime and threats of violence, inadequate facilities, and a lack of appropriate education for children. From the standpoint of the source country, it is stated that a lack of job prospects and low-paying occupations in the country of origin are the primary drivers of skilled and educated people's migration. Over half a million Filipinos have been sent abroad each year in the Philippines. This mass exodus of Filipinos serves as a conduit for the workforce's dispersion, which is hampered by the country's high unemployment rates (Alburo & Abella, 2002).

The decision to migrate is heavily influenced by one's income. In 2010, the Philippines was also one of the countries with the lowest salary rates (in US dollars) among Asian countries (Alburo & Abella, 2002). In addition, unemployment and low wages were important drivers in the international deployment of Filipino professionals. Low professional satisfaction in the home country is a major driving force for professional migration. This involves a lack of ongoing education and a constrained professional growth environment.

Those who have the opportunity to trade their skills and knowledge around the world are considered highly skilled. They have the option of deciding where they want to live in order to maximize the projected return on their human capital investments. Highly skilled people understand the benefits of a higher standard of living (i.e., a clean and safe environment, freedom of choice and movement, and secure property). Countries like the United States and Europe have successfully created these pull factors and are hence successful in attracting highly trained workers. Similarly, the US has enticed the highly skilled with factors such as clean environments, openness to innovation, strong research-industry ties, and so on (Straubhaar, 2000).

The overabundance of trained professionals in emerging countries is another reason for brain drain (Lidgard & Gilson, 2001). China and India have seen a sharp increase in the number of IT

specialists, hence meeting the demands of other countries. The number of nursing graduates in the Philippines has increased, resulting in nursing graduates becoming unemployed. Similarly, students' decisions to stay or not stay in their home countries after completing their studies abroad is a sort of brain drain. The United States and Western Europe are well-known as desirable destinations for many students from underdeveloped countries. In fact, the United States and other knowledge-based high-tech countries have been embracing foreign experts and students to boost their qualified labor levels. When they have built their careers and social networks overseas, students choose not to return to their native countries (Lidgard & Gilson, 2001).

The presence of highly skilled people has been critical to a country's progress and riches. Brain drain is a social and economic barrier to emerging countries' economic progress. The subsidy of human capital production favors the receiving nation rather than the host country in the case of brain drain. If highly skilled people depart, it results in a subsidy for the other country (Straubhaar, 2000). Developed countries' output rises, while poor ones fall into a "poverty trap". The cycle of brain gain and brain drain has emerged, potentially widening the wealth gap between poor sending and rich receiving countries. To avoid losing its best workers, a country should provide mechanisms for employing its own experts, such as better local job opportunities and alternatives, better matching of education and skills, professional autonomy, better technology, professional career development, better salaries, and peace and harmony.

3.3.4 Deskilling

Deskilling is a much referred to, yet, we argue, relatively poorly theorized concept in migration studies. Such theorization is necessary, as the current use of the term 'deskilling' is seldom followed through with operationalization and rigor, which in turn may lead to analytical slippage (Korzeniewka & Erdal, 2019). Then, deskilling of migrants in destination countries has gotten more attention in migration studies, combined with a focus on the hazards of brain drain in source countries, not least in the case of nurse migration (Korzeniewka & Erdal, 2019).

Recent studies of European youth mobility further highlight the need to widen and deepen the analytical approach to skilled migrants' utilization of their expertise in migration studies. Deskilling

effectively covers the experiences of professionals who have migrated to other nations, such as nurses, and delves into the measures that migrants take in reaction to situations that are differently labeled as deskilling. Filipino and Polish migrant nurses had similar experiences, recognizing the interplay of skilling, deskilling, reskilling, and upskilling. They hope to contribute to the emerging theorization of deskilling in migration studies by doing so (Korzeniewka & Erdal, 2019).

Concerns about deskilling are justified in drawing attention to instances where human capital, in terms of education and experience, skills, and know-how, is not being put to good use. Deskilling is a term commonly used in migration studies to describe instances in which migrants with higher education work in jobs that do not require such skills. Deskilling is discussed in the context of broader patterns in how migrant labor is treated, where, for racial and ethnic reasons, assumptions about lower skills lead migrants to take jobs that do not make use of their resources and competence in the same way that non-migrant populations do (Korzeniewka & Erdal, 2019).

Authorization regimes, while put in place to secure adequately trained workers inside national labor markets, effectively serve as boundary-making mechanisms that result in the deskilling of migrants, which may or may not be the desired objective. This happens when skilled or highly skilled migrants fail to secure the necessary permits for a variety of reasons, they instead seek employment in other fields, typically in lower-skilled jobs with lower salaries and status. The devaluation of migrants' skills, on the other hand, can be linked back to widespread and sometimes racialized hierarchies in the workplace. Deskilling and devaluation of abilities, as well as prejudice and communication hurdles, are identified as major aspects of experiences in a comprehensive assessment of scholarly literature assessing the experiences of trained nurses working worldwide (Korzeniewka & Erdal, 2019).

Then, deskilling occurs for a variety of causes, and whether or not migrants actively contribute to the issue by their decisions, the end effect is an underutilization of human resources, as well as people's skills, abilities, and knowledge. It's vital to note that in the context of international migration, such agentic decisions are frequently made using several geographical reference points at the same time and over time, spanning origin, destination, and other contexts across national borders. These processual features of migrants' professional identities are also recognized in the

research on deskilling in international migration contexts. This is the case, for example, when deskilling is viewed as a result of a migrant's professional identity at a specific point in time, but in close collaboration with other possible results in the past and future, such as skilling, reskilling, or upskilling, as well as deskilling (Korzeniewka & Erdal, 2019). So, deskilling is tied to other issues shaping migrants' professional identities, as evidenced by this approach to deskilling. However, it is important to note right away that, in terms of your professional identity, being a nurse is not dependent on or decided by a license to practice nursing in a certain nation, such as Norway.

Time is important because it influences both migrants' agency and the reasoning of their experiences and choices, which can lead to deskilling, skilling, or reskilling. While deskilling in the sense of wasting human capital is a concern, more research into the agentic coping methods used by migrants who are deskilling is required. Perhaps labor dynamics and processes are not always unique to migrant groups, but language and communication, as well as regionally recognized and accepted qualifications, are unquestionably such. Meanwhile, there is a need for further empirical and theoretical research on reskilling or upskilling processes in the context of migration. The resourcefulness required to complete reskilling or upskilling as a migrant is likely to be higher among migrants with professional training and experience, frequently with formal schooling and university degrees from their countries of origin.

3. 4 Norway`s demographic note

Oslo, Norway's capital, has a population of 600,000 people, but Manila, the Philippines' capital, has a population of 1.65 million people and is the world's most densely populated metropolis, with 43,079 people per square kilometer. Norway has a long life expectancy (84 years for women and 82 years for men), high fertility rates (1.78 in 2013), and high overall life satisfaction. This is owing to excellent living standards, a well-educated and healthy population (82 percent of persons aged 25 to 64 have completed upper secondary education), and, most crucially, a well-developed welfare state dedicated to safeguarding citizens' equality and well-being (OECD, 2016).

The petroleum sector has contributed considerably to Norway's economic growth and permitted the creation of a robust and extensive welfare state since the country's discovery of oil in 1969. Because of its redistributive aspects and the principles of universalism and egalitarianism as core values in the organization of social service provision, Norway, along with the other Nordic countries, is classified as a social-democratic type of welfare state in well-known welfare state typology (Andersen, 1990). The generous supply of public services such as education and health care contribute significantly to Norwegians' personal fulfillment and well-being.

Norway is one of three Scandinavian countries with a population of little over 5 million people (The Norwegian Directorate for Higher Education and Skills, 2022). Norway has consistently been named as the finest country to live in by the United Nations Human Development Report in recent years. This annual rating is based on variables such as human rights and cultural freedom, as well as average levels of education and income in relation to life expectancy. Norway is also praised for its high literacy rate, educational attainment, and material affluence. In addition, Norway has one of the best welfare systems in the world, ensuring that people who are unemployed or unable to work receive support so that they can lead a dignified life. Norway also boasts one of the world's lowest crime rates. Since the discovery of oil in 1969, the petroleum sector has played a vital role in Norway's economic growth, allowing for the development of a strong and comprehensive welfare state. Norway is classified as a social-democratic form of welfare state, along with the other Nordic countries, because of its redistributive characteristics and the ideals of universalism and equality as essential values in the organization of social service provision (Andersen, 1990). The generous provision of public services, like as education and health care, considerably adds to Norwegians' personal fulfillment and well-being.

Openness, equality, and equality in general, such as economic, social, and gender equality, are key values for most Norwegians (The Norwegian Directorate for Higher Education and Skills, 2022). People with physical and mental disabilities have the same rights as everyone else and should be treated with the same respect. Since 1972, homosexual partnerships have been legal, and since 2009, same-sex couples have been entitled to adopt and marry children. In Norwegian society, the egalitarian ideas that underpin the welfare state are represented in a variety of ways. In terms of

education and pay, systematic care is devoted to ensure that women and men are treated equally. The role of the Norwegian father has undoubtedly changed as a result of this. In Norway, there is a parental leave quota, which means that fathers must take a set amount of weeks off, although they can also spend extra time with their children. This has made balancing work and family life much easier. Nonetheless, absolute equality remains a goal. In Norwegian society, informality is common. Formal titles and social status do not always imply that a person should be addressed differently than a regular person. To put it another way, calling your professor by his first name is perfectly acceptable conduct.

During the week and year, Norwegians learn and work hard, but they also know how to rest and relax. Five seven-and-a-half-hour work days make up a typical work week. Every weekend is off for the average Norwegian, who also receives five weeks of paid vacation every year. It is critical to maintain good health and lead an active lifestyle. Evenings and weekends are frequently jam-packed with activities, ranging from theater and symphony performances to outdoor activities and sports. Norwegians have also evolved into a travel-loving, adventurous people. People in Norway have a lot of free time compared to people in other nations. Although Norwegians work from 9 a.m. to 5 p.m., they also have Saturday and Sunday afternoons and evenings off, as well as the Christmas, Easter, and summer holidays.

Education

Getting a higher degree is becoming increasingly popular in Norway. One of the reasons is the low cost of attending college. The education system is usually funded by the government to guarantee that everyone has equal access to education. As a result, the majority of colleges do not charge tuition. With such ideal circumstances, you are almost certain to graduate and enjoy the carefree student life. Because of the outstanding quality of Norwegian universities and colleges, an increasing number of international students are opting to study there.

Every Norwegian child and adolescent has the right and responsibility to complete primary and lower secondary school. Adults have the right to receive primary and lower secondary education as well. Primary school (Barneskole, age 6-13), lower secondary school (Ungdomsskole, age 13-16) and upper secondary school (Videregående skole, age 16-19) are the three parts of the Norwegian educational system. Students in primary and lower secondary school follow a unified curriculum. Secondary level allows you more flexibility in choosing between vocational and general education programs. This will serve as the foundation for your professional existence (The Norwegian Directorate for Higher Education and Skills, 2022).

In Norway nowadays, nearly one-third of the population has completed a higher education. The percentage of women with a higher education has risen faster than the percentage of males with a higher education. Women between the ages of 30 and 39 have the highest percentage of college graduates. You will have access to a variety of perks, including maternity leave, sick pay, job security, and high salaries, in addition to working in a stable and attractive job market with low unemployment and a progressive and modern work environment. Norwegians take pride in having a creative workplace; we believe that flat organizations, a skilled workforce, and egalitarian ideals foster creativity. On the World Competitiveness Scoreboard, the corporate sector is ranked among the best. Norway is a business-friendly country, scoring in the top ten out of 180 countries in the Ease of Doing Business index.

Norway`s climate

With forested hills in the south-east and breath taking fjords and glaciers in the west and north, Norway's spectacular landscape is diverse. As a result, your time studying in Norway will never be dull. Summer in northern Norway is marked by the presence of the midnight sun; summer is essentially one long day and evening that never fades into night. The sun never rises beyond the horizon in the winter, while the Northern Lights occasionally brighten the sky. The Norwegians place a high emphasis on nature. We adore and are proud of our environment. Outdoor living is ingrained in Norwegian culture: we spend our spring, summer, autumn, and winter seasons in the mountains. We enjoy hiking from hut to hut in the summer and skiing in the winter. Norwegians

have cabins inland as well as along the fjords and coast, so cabin life is not limited to the mountains (The Norwegian Directorate for Higher Education and Skills, 2022).

Nature in Norway may be as beautiful as it is wild. In the highlands, the weather can abruptly shift from dazzling sunlight to rain, dense fog, and strong winds. As a result, it is critical to respect nature and exercise caution. Before you go, talk to some experienced hikers and learn about the Norwegian mountain code, fjellvettreglene. These tips will assist you in planning and executing fantastic hikes while being safe. Norwegians value being in touch with nature. The majority of cities are near popular shaded outdoor places. A one-hour walk from the city center is usually sufficient to reach the semi-wilderness. The ski slopes are almost directly accessible from the campus of the University of Oslo, NTNU in Trondheim, or the University of Troms. And for those who are based in Bergen, the Vidden mountain plateau is never more than an hour from the reading room.

3.4.1 A background of the educational system of Norway

Even international students can attend public universities in Norway without paying tuition. This is because Norway's government prioritizes ensuring that everyone, regardless of socioeconomic status, has access to education (Fuhlert, 2020).

In Norway, obligatory schooling lasts ten years, and children begin at the age of six. Primary and lower secondary education is based on the notion of a unified school system that offers all students an equitable and tailored education based on a single national curriculum. From 1889 until 1969, seven years of compulsory education were provided; in 1997, this was raised to ten years. The national curriculum establishes the overall goals and concepts for teaching in primary and lower secondary schools. Subject curricula establish a common learning content for all students, which expands in scope throughout the school and is most extensive in lower secondary. To adapt to local situations and the needs of individual children, this shared learning content is expanded and enhanced (Ministry of Education and Research, 2018).

Since January 1, 1999, all municipalities in Norway have been legally required to provide day-care facilities for children in the first four grades before and after school hours. Day-care centers for school-aged children must include opportunities for play and involvement in cultural and recreational activities that are appropriate for the children's age, physical abilities, and interests. Children with physical limitations must have adequate development opportunities in such daycare centers. The Norwegian parliament and the government set educational goals and budgetary frameworks. The Ministry of Education and Research is Norway's highest public educational administration institution, with responsibility for implementing national educational policies. Legislation and national curriculum ensure that a common standard is met. At the regional level, the National Education Office represents the federal government. In collaboration with municipal and county government officials, the National Education Office guarantees that sufficient schooling is provided for young people in accordance with all school regulations, as well as ensuring adequate adult education facilities are available. Municipalities are in charge of primary and lower secondary schools, whereas county governments are in charge of upper secondary institutions. Municipalities, schools, and teachers can choose what learning resources to use and what teaching methods to utilize within the framework of statutes and national curricula. There is a principal at each school, as well as various boards and committees (Ministry of Education and Research, 2018).

Norway also devotes about 7% of its GDP to education, the fourth greatest commitment among OECD nations. The central Ministry of Education in Norway, as in most European countries, has primary responsibility. The majority of educational institutions are publicly funded. Private education is a rising sector, despite its small size. Although most classes are taught in Norwegian, elementary schools provide instruction in the mother tongue for children from different cultures. Other languages, primarily English, are taught in several upper secondary schools, colleges, and university departments. Higher education in Europe was reformed in the 1980s and 1990s to accommodate the changing needs of increasingly mobile populations. The Magna Charta Universitatum, issued in 1988 by a gathering of European university rectors at the University of Bologna in northern Italy to commemorate the university's 900th anniversary, was the catalyst for the reform. In 1999, the Bologna Declaration was signed by the Education Ministers of 29

European nations, describing the Bologna Process of agreements that ensure European higher education standards and quality. Its main accomplishment was to establish a standardized three-cycle system of bachelor's, master's, and doctoral degrees to replace the numerous disparate systems in existence at the time (Brady, 2016).

As a result, the government entirely funds public sector upper secondary and higher education. It is neither international students nor Norwegians pay tuition, but instead pay a nominal semester charge for supplementary services such as health, counseling, and access to student benefits such as discounted public transportation prices. The government only contributes a portion of the cost of private education. As a result, tuition fees are charged by private institutions and colleges. Primary and secondary education are separated in the same way. Because public schools are entirely funded by government entities, they are accessible to all students. Private schools that teach the Norwegian curriculum may be partially subsidized by the government, allowing them to charge only a portion of the total cost of instruction. Private schools that teach other nations' curricula, such as those in the United Kingdom, France, and Germany, are not funded by the Norwegian government, and hence are more expensive (Brady, 2016).

3.4.2 The Norway education recent assessment status

Last year, the Local News Norway published an article comparing Norway's schools to those in other nations in terms of global rankings. Norway's students did worse in reading and science than in the previous edition of the Pisa education rating for OECD countries, and they are also lagging behind their Nordic counterparts. In the global 2018 Pisa education ranking released on Tuesday, Norwegian schools regressed by 14 points in reading, while science scores were 8 points worse in 2018 than in 2015. Norway advanced by one point in mathematics. The Pisa ranking, the OECD's program for worldwide student assessment, is published every three years. It is a test that assesses a 15-year-old's ability to apply their reading, arithmetic, and science knowledge and skills to real-world problems. According to the new data, Nordic students, notably those from Finland, outperform Norwegians in the three core subjects of reading, mathematics, and science.

Students from Norway scored 499 points in reading, 490 in science, and 501 in maths. Finland topped the Nordic countries in reading (520) and science (522), while Denmark took the top spot

in mathematics (509). Meanwhile, their Swedish counterparts scored 506 in reading, 499 in science, and 502 in maths. In reading, the OECD average was 487, while in mathematics and science, it was 489. Meanwhile, the report states that Norway's sense of belonging rating was one of the highest among Pisa-participating countries and economies, ranking fourth out of 75. In comparison to other Pisa-participating countries and economies, Norwegian students are among the most cooperative, with a score of 2/77, but also among the most competitive, with a rank of 4/77. Non-OECD member China's provinces of Beijing, Shanghai, Jiangsu, and Zhejiang received a mean reading score of 555, followed by Singapore (549), and Macao (548). (525). In both mathematics (591, 569, and 558) and science (590, 551, and 544), the same trio came out on top (The Local News Norway, 2019).

Meanwhile, according to Moore (2022), Norway has a wonderful educational system. Adult literacy in Norway exceeds 99 percent, while a five-year-school old's expectancy was 17.7 years in 1998, one of the highest rates of any country. Norwegians aged 25 to 34 have finished upper secondary school at a rate of 93 percent, which is comparable to Japan and among the best in the world. Norway is also a leader in women's educational attainment. Only the United States has a higher percentage of women with a post-secondary degree than Norway. While significantly more men than women have completed a postsecondary education program in the 55- to 64-year-old age group, 31 percent of Norwegian women and 24 percent of Norwegian men have completed a tertiary education program in the 25- to 34-year-old age group.

Despite the fact that one of the main goals of Norway's national educational system is to offer all Norwegians with the same high-quality education, there is still considerable discrepancy. Parental education, for example, is a predictor of children's educational attainment. Parents with a post-graduate degree accounted for 23% of all students enrolled in Norwegian universities and scientific institutions, while another 31% had parents with a four-year tertiary degree. Merely one in every three had parents who had only completed high school. The equivalent figures for state colleges were lower, with 8% of students having parents with a post-graduate degree and 25% having parents with a 4-year tertiary degree. More than half of the children had parents who had completed upper secondary school. Gender, in addition to parental education, appears to play a significant

effect in educational choices. Even though there are still considerable group variations in educational outcomes, Norway's achievement is that opportunities are available to all (Moore, 2022).

Norway's educational system has since come close to reaching its fundamental goal of providing a high-quality education to all individuals, regardless of their geographic location, ethnicity, gender, socioeconomic class, or any other factor. The system is, nevertheless, vulnerable to ongoing change. The development of preschool programs, including the availability of kindergartens, the decentralization of education affairs, and the efficiency and effectiveness of such a comprehensive school system, are some of the most pressing issues in education for Norway at the turn of the twenty-first century. While the state funds schools and has a significant interest in preserving uniformity in terms of educational quality and organization across the system, decision-making authority is devolved to local school administrators. This decentralization principle is sought in a variety of fields, including the Norwegian educational system. Similarly, because Norway's economic well-being is related to oil prices and the country has experienced economic distress, efficiency and effectiveness are treasured throughout systems. Budget cuts are typical and a source of great dispute in the massive and complex national school system. Finally, Norwegians are concerned that their educational system does not adequately equip their citizenry to compete in a global market. Future educational changes will require the integration of technology into education as well as the development of a highly competent workforce (Moore, 2022).

3.4.3 The teaching profession in Norway

Teacher education has been a part of Norway's higher education system since 1975, according to the European Commission (2022). Kindergarten teachers, as well as teachers in elementary and secondary schools, are educated at universities and university colleges. When two new distinct four-year programs for years 1–7 and years 5–10 were implemented in 2010, the former General Teacher Education program (240 credits) for years 1–10, which qualified teachers in 5–6 different disciplines, was cancelled. Beginning in 2017, the differentiated four-year programs for years 1–7 and years 5–10 will be replaced by five-year integrated master's programs with the same differentiation. The majority of teacher education is given by 17 institutions of higher learning, two

of which are private university colleges and the rest are public universities or university colleges. However, the number of campuses is greater (approximately 28).

Kindergarten Teacher Education is a three-year bachelor's degree program offered by 13 universities and university colleges, according to the European Commission (2022). Teacher candidates for kindergartens and early childhood education are educated in this program. The following six types of teacher education programs provide teacher candidates for primary and secondary schools: Primary and Lower Secondary Teacher Education for Years 1–7 (5 years master, level); Primary and Lower Secondary Teacher Education for Years 5–10 (5 years, master level); Integrated teacher education master's degree for Years 8–13 (5 years, master level); Postgraduate programmes in educational theory and practice for subject teachers (Qualification as a teacher is obtained in combination with an academic degree (in performing arts, academic subjects or with vocational basis) from a higher education institution (HEI) (1 year) (PPE)--- Teacher education in practical and aesthetic subjects (From 2021, 5 years, master level); and Vocational teacher education (3 years, bachelor level).

Only the type 4 education program, which is based on an autonomous academic or vocational education program, is a sequential model for teacher education. The other five categories are all concurrent models, with integrated features such as subjects, pedagogy, and didactics.

All teacher education programs and types used to have the same entry requirements as higher education in general: the so-called Higher Education Entrance Qualification. Admission conditions for all ITEs, with the exception of Kindergarten Teacher Education, have been tightened since 2005. The particular requirements were: a minimum grade 3 (on a scale of 1-6, with 6 being the best grade) in math and Norwegian, as well as 35 school points from upper secondary school (which represents a GPA of 3,5). From autumn 2016, the standards have been tightened again: students seeking admission to a teacher education program of type 1, 2, or 3 must have a minimum grade of 4 in the common core subject of arithmetic. Type 4 schooling has its own set of admissions requirements. A bachelor's degree is required for applicants with a vocational background or a background in performing art, practical or aesthetic areas. A master's degree is required for applicants with a background in academic school topics (European Commission, 2022).

On a national level, so-called "framework plans," which are national regulations issued by the Ministry, regulate all sorts of initial teacher education (ITE) programs. On a very high and general level, framework plans explain the organization and content of education programs, as well as the applicants' expected learning outcomes. Furthermore, through The National Association for Teacher Education (NATE), higher education teacher institutions are responsible for national criteria for each form of teacher education program, down to specific courses. Unique teacher education institutes must operationalize the regulations and recommendations in further depth in their individual programs (European Commission, 2022).

Teacher education types and their properties

There are six different sorts of teacher education programs that can lead to a job as a schoolteacher - see the overview above for more information. All school teacher preparation programs qualify students to teach at many levels. Types 1 and 2 are considered standard education programs for compulsory education teachers (primary and lower secondary). Kindergarten Teacher Education (180 credits) prepares teachers to be kindergarten supervisors and pedagogical leaders. The Kindergarten Act and the Framework Plan for the Content and Tasks of Kindergartens mandate an integrated, professionally oriented, and research-based kindergarten teacher education curriculum. The program structure ensures that students proceed through a complete vocational program. Six areas of knowledge, as well as specialization and a bachelor thesis, are covered throughout the program. Each area of knowledge must be profession-oriented, and it must include relevant educational, professional, and didactic knowledge that is tailored to the many learning areas in kindergartens (European Commission, 2022).

Pedagogy is a central and connecting subject that is integrated into all areas of knowledge, and it should be held accountable for assuring advancement and making the course of study profession-oriented. At least 100 days of supervised, assessed, and diverse practice must be completed by the students. At least 95 days should be spent in a kindergarten, with 5 days dedicated to the transition from kindergarten to school. According to the European Commission, there are several types of teacher education (2022).

Type 1: Primary and Lower Secondary Teacher Education for Years 1–7 (5 years, master level) includes the following elements: three or four school topics, at least one of which must have a 60-credit scope, and the others must have a 30-credit scope. Additional school topics are optional. Math 30 credits and Norwegian 30 credits are required. Also included are 60 credits in Pedagogy and Pupil-Related Skills, which is a required topic. One school subject may be replaced with a 30 credit course linked to school work in the fourth year of studies. Teaching practice that is supervised, evaluated, and diversified must be a part of all subject study. At least 110 days of teaching practice must be spaced out over at least four years: at least 80 days during the first three years of study and at least 30 days during the last two years.

At least 30 credits should be devoted to the master's thesis. It should be focused on a certain vocation and based on real-world experience. The master thesis might be in one of four areas: school topics, "beginning education" (reading, writing, and math), pedagogy, or special needs education. Master theses in school topics should be strongly based in the subject and subject didactics, with components from pedagogy and special needs education thrown in for good measure. A master's thesis in "beginning education" should have a strong foundation in a school subject, subject didactics and pedagogy, and/or special needs education. A school subject should be linked to master's theses in pedagogy or special needs education.

Type 2: Primary and Lower Secondary Teacher Education for Years 5–10 (5 years, master level) includes two or three school topics, two of which must have a scope of 60 credits each, and the third must have a scope of at least 30 credits. All of the school subjects are electives. Also included are 60 credits in Pedagogy and Pupil-Related Skills, which is a required topic. One school subject may be replaced with a 30 credit course linked to school work in the fourth year of studies. Teaching practice must be a part of all topic courses, under the same criteria as type 1.

At least 30 credits should be devoted to the master's thesis. It should be focused on a certain vocation and based on real-world experience. The master thesis can be written in one of three areas: school topics, pedagogy, or special needs education. Master theses in school topics should be strongly based in the subject and subject didactics, with components from pedagogy and special

needs education thrown in for good measure. A school subject should be linked to master's theses in pedagogy or special needs education.

Type 3: A master's degree in integrated teacher education for Years 8–13 (5 years master's level) comprises of two school topics. School subject 1 – at least 160 credits in a topic that qualifies you to teach in Years 8 – 13. School subject 2 – at least 160 credits in a subject that qualifies you to teach in Years 8 – 13. At least 60 credits in school topic 2. The 60-credit "profession subject" includes pedagogy and subject didactics that are relevant to the student's two school courses. At least 100 days of supervised, evaluated, and varied teaching practice must be completed by the students. Candidates write a master's thesis in the subject of their choice.

Type 4: Postgraduate programs in educational theory and practice for subject teachers (PPE) (60 credits) qualify for the teaching profession when combined with a higher education institution's academic degree (in performing arts, practical or aesthetic subjects, academic subjects, or with a vocational basis). This curriculum comprises of 30 pedagogy credits and 30 subject didactics credits. Teaching practice for 60 days.

Kind 5: From 2021 onwards, a new type of teacher education in practical and aesthetic disciplines (5 years at master's level) will replace a subject teacher education in these areas at bachelor's level. This program consists of 120–150 credits in the student's chosen practical and/or aesthetic subjects, such as subject didactics, one or two other school subjects, or special needs education, as well as at least 60 credits in "profession subjects" such as pedagogy, scientific methods, and science philosophy, as well as a bachelor's thesis.

Students were given options on how many credits they wanted to "invest" on each of the academic topics. Students must complete at least 100 days of supervised and evaluated teaching practice in school, as well as (if desired/relevant) in one of the music and performing arts schools (Kulturskolen), which offer after-school music and art programs for children and youth.

Type 6: Vocational teacher education (180 credits) This education program is divided into two parts: a "Profession subject" (60 credits) that is required of all students and covers the pedagogy and didactics of the profession, and a "Vocational subject" (120 credits) that prepares students to teach relevant courses in upper secondary school. The practice training for these students will last

130 days, with 70 days of classroom instruction and 60 days of work experience. Teaching and work-life practice must be overseen, assessed, and modified throughout the program's three years. These instructors already hold a full set of trade or craft credentials.

Official languages in Norway are Sami and Norwegian Sign Language, and student teachers can pick one of these languages as a school topic during their basic teacher education. The Sami University College in Kautokeino municipality, Troms and Finnmark county, offers programs in primary and lower secondary teacher education for years 1–7, and similar programs for years 5–10, as well as Kindergarten Teacher Education. In these programs, Sami language and Duodji (traditional Sami crafts) are required, and all subjects are taught in Sami. These programs prepare graduates to teach in both Norwegian and Sami mother-tongue schools. Students from Finland who complete these programs are automatically competent to teach in Finnish schools if the Norwegian course is replaced with a Finnish course. Sami students from Sweden also attend the college. Throughout the study program, all student instructors are formally evaluated on their practical teaching skills, topic knowledge, and pedagogical expertise. During their education, pupils are also subjected to a suitability evaluation. All students who complete one of the first teacher education programs are qualified to teach. In Norway, there is no other type of certification for new instructors.

Required teacher qualifications for different school levels

Candidates must complete the qualification standards outlined in the Education Act and related regulations in order to secure a permanent position as a teacher in Norway. A fundamental prerequisite is to have the necessary teaching education. A temporary appointment may be made if no applicant meets the qualification standards. The duration of such interim employment must not exceed July 31. 4.7 percent of people working in teaching roles in primary and lower secondary schools were unqualified in the 2020/2021 academic year. Aside from having the requisite teacher education, teaching professionals must also have relevant certifications in the disciplines they teach. The number of relevant credits necessary for teaching varies depending on the year and subject. This form of regulation was added to the Education Act in 2014, and these criteria will not apply to instructors who got their degrees before that year during a transitional period that will extend until 2025 (European Commission, 2022).

Years 1–7: In order to teach Norwegian, Sami, Norwegian Sign Language, mathematics, or English, a teacher must have at least 30 credits in the discipline. For Types 1 and 2 teachers, no more credits are necessary to teach other topics. Year 8-10: To teach Norwegian, Sami, Norwegian Sign Language, mathematics, or English, a teacher must have 60 credits in disciplines that are considered related to the subject. The requirement for most other topics is 30 credits. In order to teach most subjects in Years 11–13, 60 credits are required. Decentralized study programs provide all three forms of teacher education (pre-primary, general, and vocational). The course content is identical to that of regular programs, but it is organized differently, allowing the student to work part-time. As a result, decentralized projects tend to last longer. Many institutions also provide flexible teacher training programs that include the use of ICT. Teachers can receive in-service training and post-graduate courses from institutions that offer teacher education programs (European Commission, 2022).

3.4.4 Norway`s basic work qualifications

In many ways, the qualifications that immigrants bring with them to Norway differ. Some have earned a bachelor's degree, have extensive relevant professional experience, and are multilingual. Others lack formal schooling and are illiterate. Some people have jobs and can start working the day after they arrive, while others have a tough time finding work. Programs that assist immigrants in obtaining basic qualifications are intended to improve their chances of finding work and contributing to society. The Norwegian Language Training and Social Studies, the Introduction Program, and the Job Opportunity are the three basic plans. The first two schemes are governed by the Introduction Act.

3.4.4.1 Norwegian language

Norway has two official languages: Norwegian and Sami. Norwegian is by far the most widely spoken language in the country. Norwegian is a Germanic language descended from Old Norse, like Swedish, Danish, and Icelandic. Norwegian Bokmål and Nynorsk, on the other hand, have two spellings. This divide of Norwegian has a historical basis: Bokmål is based on written Danish, which was Norway's official language for about 400 years (1380–1814). Nynorsk is a compilation

and mixture of primarily Western Norwegian regional dialects that was founded in the 1850s. You will be able to talk not just with Norwegians, but also with people from Sweden and Denmark, if you know Norwegian well. The languages of the three Scandinavian countries are very similar, and you can understand each other in most circumstances.

Bokmål and Nynorsk are officially equal. The languages are not dissimilar, yet they show significant regional distinctions. Bokmål is spoken by the majority of Norwegians, and it is especially popular in Eastern Norway. On the west coast, roughly 1015 percent of the population speaks Nynorsk. In general, if you know one of the two languages, you should be able to grasp the other with relative ease. It is important to emphasize, however, that Bokmål and Nynorsk are not two separate languages that must be learned as a foreign language. In conclusion, one could compare them to two separate writing standards. As a result, writing written in Bokmål and Nynorsk are entirely understandable to one other.

The Sami languages, on the other hand, are not related to Norwegian at all. Northern Sami was, nonetheless, recognized as an official language alongside Norwegian. It is mostly spoken by the indigenous Sami people of Tromso and Finnmark, two northern Norwegian areas. The language situation in Norway is complicated, which may explain why we embrace dialects in such a unique way. Across Norway, the same word can be pronounced a hundred different ways, but no dialect is deemed more valued than the others.

Few, if any, Norwegians talk in the manner in which a text is written, whether it be in Bokmål or Nynorsk. Instead, they speak in our native tongues. For Norwegians, dialect is an important element of their identity, and we can usually tell which section of the nation someone is from by listening to their accent. Some dialects may be difficult to comprehend for newcomers to the Norwegian language, but when Norwegians realize you don't understand them, they understand and speak in a way that is closer to the written language. Many Norwegians speak English as well as Norwegian, and do so at an advanced level. The language of instruction in many university programs and courses is English.

According to Thorud (2019), the scheme for Norwegian language instruction and social studies aims to ensure that an adult immigrant masters Norwegian well enough to obtain work and participate in society after his or her initial years in Norway. Eligible immigrants are expected to enroll in language training as soon as feasible after establishing in a municipality. They have three years to finish the mandatory training. Foreign people between the ages of 16 and 67 who have been granted a residence visa under the Immigration Act have the right and obligation to engage in free Norwegian language training and social studies.

Municipalities are in charge of providing such training. The curriculum should include 600 hours of instruction, with 50 hours of social studies in a language that the participant is familiar with. Depending on the individual's demands, someone who needs further training may earn up to 2 400 additional hours. For this purpose, localities receive government grants. If they are qualified for permanent residence, third-country labor immigrants must complete 300 hours of language and social studies instruction. They are required to pay a fee to the course provider (Thorud, 2019).

It is a condition for a permanent residence permit and Norwegian citizenship, regardless of country of origin, to have completed language training or proved matching language skills. Statistics Norway compiles data on Norwegian Language Training and Social Studies participation. The training was attended by 40 000 people in 2018, compared to 44 150 in 2017. Women made up 46 percent of the participants. Annual evaluations of the benefits of language training are based in part on the number of applicants who appear for exams and the percentage who pass or fail. The older Norwegian tests 2 and 3 were replaced in March 2014 with a new digital test in Norwegian. The new test assesses Norwegian abilities on four separate levels: A1, A2, B1, and B2. The lowest level is A1 and the highest level is B2. Because of the changes in testing, it is not valid to compare results shown between 2014 (Thorud, 2019).

3.4.4.2 Recognition of the skills of immigrants

Thorud (2019) argues that the extent to which immigrants can employ their previously acquired and newly acquired talents determines the socioeconomic benefits of immigration. Many immigrants who settled in Norway have talents from their prior places of residence, such as

education and work experience. Many of them have also furthered their education and gained work experience in Norway. Efforts to identify and mobilize these capabilities in the labor market are critical for them, but also for the supply of labor required in Norway and for the integration of refugees into Norwegian society.

The *Norwegian Agency for Quality Assurance in Education* (NOKUT) is a national resource center for evaluating foreign education that provides support and education on foreign education recognition. NOKUT has the permission to enact formal recognition decisions for foreign academic qualifications received from higher education institutions overseas, as well as secondary and post-secondary universities. NOKUT's wide recognition of foreign higher education is largely for the uncontrolled labor market, where NOKUT's judgements assist employers in understanding and trusting the worth of foreign qualifications. Working in Norway does not require formal recognition of qualifications. However, the practice of 160 professions is regulated by law, requiring professional recognition before an individual can practice the field. Nurses, instructors, welders, and electricians are examples of such occupations. Professional recognition/authorization for these professions is granted by 16 recognized authorities for professional skills. NOKUT advises professionals about the directive, Norwegian legislation, and regulated professions in its capacity as the Norwegian support center for the EU Professional Qualifications Directive (Thorud, 2019).

When it comes to hiring new employees, NOKUT also offers a fast-track evaluation service to assist companies and recruitment agencies in understanding foreign academic qualifications. Within five working days, NOKUT conducts such free assessments. For several sorts of secondary vocational qualifications, NOKUT has devised recognition schemes. Procedures for 15 vocational training programs from Poland, Germany, Estonia, Latvia, and Lithuania have been implemented. Over time, the scheme for recognizing vocational education skills will be expanded to include more programs and countries. NOKUT will begin accepting applications for general recognition of international post-secondary vocational education in January 2019. It may be challenging to find appropriate bridge courses for professions that require authorization. The first cohort of nurses and teachers enrolled in these courses is at OsloMet - Oslo Metropolitan University – in 2017 (Thorud, 2019).

Foreign approval of school and kindergarten teacher qualifications in Norway

To gain a permanent position as a teacher, according to Nielsen (2022), you must be recognized as a qualified teacher. To gain a permanent post in kindergarten, kindergarten teachers must be recognized as a head of kindergarten/educational supervisor. Teachers seeking permanent posts in primary, intermediate, or post-secondary schools are eligible to apply to NOKUT. Only regulated professions are recognized in Norway, and the regulated profession in the Norwegian school system is teacher (primary schools and lower and upper secondary schools). You do not need recognition to work in other professions within the Norwegian school system, such as kulturskolen, higher education, or adult education.

Steiner Waldorf school teachers seeking work in Norwegian schools are also recognized by NOKUT. If your employer has determined that your Norwegian language competency is satisfactory, you may work as a first language teacher ("morsmålslærer") if you have received teacher recognition. In order to work permanently in a Norwegian kindergarten, kindergarten instructors must first earn status as a head of kindergarten/educational supervisor. The title "kindergarten teacher" is not recognized by us. Because most kindergarten instructors have obligations as a head of kindergarten/educational supervisor, they must get this designation. Special education teachers who do not hold a regular teaching certificate, assistants (in kindergartens, schools, and after-school programs), speech therapists, leisure educators, and lecturers in higher education are not recognized by NOKUT.

To be recognized as a teacher or head of kindergarten/educational supervisor, you do not need to apply for any additional kinds of recognition. You can apply for general recognition of your studies if you want a declaration that compares your education to the Norwegian degree structure and says something about the level and extent of your degree. You can apply for general recognition of foreign higher education if you have a degree from another country. You can apply for general recognition of foreign tertiary vocational education if you have a foreign tertiary vocational education or something comparable. These procedures are optional, although employers may request them for determining compensation placement and job titles. You must seek for

international recognition of your profession. To be recognized as a teacher, you must be a teacher. If you wish to be recognized as a head of kindergarten or educational supervisor, you must have completed your schooling as a kindergarten teacher in another country. You may apply for both recognitions if you are qualified as a teacher and a kindergarten teacher. Please complete both of the application forms.

Working in schools without applying for recognition

In Norway, teaching is a regulated profession, and you must have your foreign professional certification recognized in order to work as a permanent teacher in primary or secondary schools. You may, however, serve as a substitute teacher or in a temporary capacity without being recognized as a teacher. You can also work in permanent jobs in the Norwegian school system as an assistant, special needs teacher, or social worker without your foreign professional qualification being recognized. It is up to your employer to determine whether you are competent for occupations not covered by Norwegian legislation.

In Norwegian kindergartens, the positions of head of kindergarten and educational supervisor are regulated. A recognition of your foreign professional qualification is normally required in order to work in a permanent position in any of these professions. You may be able to work as a kindergarten teacher without being recognized in some instances. This is true if the kindergarten already has the required number of educational supervisors and your post is added to that list. Also, check to see if the kindergarten has been granted an exemption from the qualifying requirement by the local government.

If you finished your teacher training in Norway, for example, You do not need to seek our approval for Practical Pedagogical Education (praktisk-pedagogisk utdanning). This is true even if your bachelor's or master's degree was earned elsewhere. When you were admitted as a student at a Norwegian higher education institution, your international qualifications were assessed. Teachers who have been recognized by us as having the essential pedagogical competences are not required to take the PPU in Norway. NOKUT will no longer test applicants for recognition as first language teachers in primary and secondary schools' Norwegian competency as of March 24, 2021. Employers must analyze the knowledge, abilities, and insight into Norwegian language, societal

conditions, and educational conditions required for the employment in question before to hiring. Employers are already required to do so before hiring a teacher with professional qualifications from another country, whether for a position as a teacher or as a first language teacher (Nielsen, 2022).

3.4.4.3 Higher education

The number of immigrants and people with immigrant backgrounds in higher education is widely regarded as a good predictor of social integration. Norwegian-born people with immigrant parents are more likely than others to pursue higher education. This is a sign of progress toward integration. The number of teachers and nurses with working-class backgrounds should equal the proportion of people with immigrant backgrounds in Norwegian society, according to a political goal.

For many refugees, the level of Norwegian language skills required to enter higher education is difficult to attain. As a result, the pilot teacher training program for refugees includes a Norwegian language module. Students who join a teacher training program with less Norwegian proficiency than is generally expected must complete the course with a minimum level of Norwegian proficiency. In comparison to both immigrants and the general population, a higher proportion of descendants are enrolled in higher education. For numerous years, the situation has remained stable. Higher education enrolled 35.3 percent of the entire population of 19-24-year-olds in 2018. Immigrants accounted for 20.1 percent of the total, while deportees accounted for 19.1 percent (Thorud, 2019).

The large percentage of descendants who enroll in and complete higher education appears to imply a high level of integration. The lower rate of immigrants pursuing higher education can be linked to both their weak mastery of the language skills required for study and the fact that some of these individuals already have some higher education from their home country. Women, like the rest of the population, make up the majority of immigrants and descendants enrolling in higher education. In 2018, about 22,000 students were enrolled in teacher education programs to prepare for careers in public education. Over the last three years, the percentage of immigrants and descendants enrolled in teacher education has risen slightly. It's worth noting that the number of descendants in each of the relevant age groups is quite modest (Thorud, 2019).

4 Theoretical Framework

This chapter aims to take a closer look at some of the theories involved in this research. I will describe two different theories of migration, the first being the push and pull factor theory and the second the dual labor market theory. The push-pull factor theory is applied to the reasons of Filipino teachers leaving their home country for the country of their destination. The dual labor market theory is the key to developing the current scenario that the interviewed teachers are currently facing in their country of destination. With these theories will help facilitate and analyze and to better understand the migration integration.

4.1 Push and pull factor theory

The consideration of the distance between the home country (region) and the destination country (region), as well as disparities in pay rates, is consistently recognized in the literature on the subject as a major factor in making the decision to migrate. The Push-Pull model, established by Everett Lee (1966) (one of the most well-known migration models), advises that numerous aspects should be considered while making a migration decision. These variables can be classified into four categories: factors that encourage people to leave (push factors), which are related to the country (region) of origin; factors that attract people to leave (pull factors), which are related to the country (region) of destination; indirect obstacles (intervening, friction factors); and personal factors (Lee, 1966).

The push-pull concept examines the socioeconomic status of potential migrants in their home country (area) and in the country (region) of their destination. The characteristics that explain this circumstance might be encouraging to emigrate (for example, high pay rates in the destination country, strong labor demand) or discouraging to emigrate (e.g. high unemployment rate in the destination country, low wages). The place of origin is linked to variables that encourage people to leave (push factors). These include, for example, unfavorable labor market conditions in the emigrant's home country, as manifested by a high unemployment rate, low labor demand, and relatively low earnings from employment, high taxes, demographic pressure, a lack of (or insufficient) funds to support the family, a lack of housing, and so on.

In this regard, attracting factors (pull factors) include, for example, job security and a better chance of finding work in the destination country, demand for foreign labor, greater opportunities for professional development, expected material benefits (offered wages higher than in the emigrant's home country), a good social protection system, low housing rents, family reunion, geographical proximity, linguistic and cultural proximity, and a good social protection system. It should be noted that non-economic factors, such as social and cultural factors, such as social and technical infrastructure, the cultural and educational offer of the destination country, pollution of the environment, and so on, have recently received a lot of attention. This denotes the Filipino teacher immigrants who are looking for any means and ways to play a deeper role of accountability and responsibility as an immigrant.

As a result, the theory of the pull and push factors includes indirect barriers such as border control, laws governing foreigners' residence and work in the country hosting the migrant, transportation availability, transportation costs, cultural and mentality differences, a lack of command of the destination country's language, differences in behavior types and habits, traditions and religion, immigration policy instruments in the host country, and so on. Individual perceptions influence each of these determinants. They are subjectively viewed by potential migrants and are highly dependent on individual traits. Age, sex, education level, occupation, preparedness for professional retraining, ethnicity, marital status, sought aims, individual traditions, and so on are among the most important personal determinants. The impact of several things may fluctuate depending on the individual (for some people, a given barrier can be easily overcome, for others it can appear as a tremendous obstacle, sometimes even insurmountable, and then it leads to the resignation from departure).

According to Lee's approach, a possible emigrant's decision to work overseas is preceded by an analysis in which they analyze elements and qualities (both encouraging and discouraging) distinctive of the original and destination regions. Because the region of origin is a known place, its judgment is usually logical, there are obvious changes in the perception of disincentives and incentives to emigrate based on the place of origin and the probable destination. Nonetheless, a potential migrant worker's view and appraisal of the destination region is problematic because the

information he or she has is typically insufficient and ambiguous. As a result, migration flows should be viewed not only as of the result of an objective examination of specific situations and factors, and as the product of their perception, which will differ for each possible emigrant (Sakson, 2008). In the study of migrating populations, the pull-and-push theory has been frequently applied, shedding light on the causes of the immigration phenomena and emigrations.

4.2 Dual labor market theory

Deskilling is explained by the dual labor market theory given by American economist Michael Piore in his important article *Birds of Passage* in 1979. The economy, according to Piore, is divided into two parts: a capital-intensive primary market for residents and a labor-intensive secondary market.

The primary market is characterized by higher-skilled and hence higher-paid and higher-quality jobs, whereas the secondary market is characterized by low-skilled and poorly compensated jobs that local workers shun due to lower wages and lower status (Piore, 1979). The rise of the economy creates a demand for more workers, which is initially met by the local labor. Because they prefer to work in the main market, there is a labor deficit in the secondary market. As a result, businesses rely on migrant workers to fill secondary market positions (Siar, 2013).

Migrants who are willing to assume less qualified and lower paying positions, even if they are more highly skilled, regard their situation as temporary, according to Piore. They envision themselves returning home when they have met their financial goals, such as saving for the future, paying off debts, or sending their children to school. If they do not stay temporarily and take in their family members, a problem occurs, according to Piore. They seek for economic progress because they perceive the host country as their new home, putting them in competition for jobs on the primary market. When they acquire skills and education in the host nation, or when their children grow up and receive an education, they compete for jobs with local workers. This creates a void in the secondary market, and as the cycle repeats itself, migrant laborers become an increasingly important source of low-cost labor.

Deskilling happens because there is a secondary market of lower-paying, lower-status professions that migrants are ready to accept, as represented by this model. The scenario can equally be seen in the opposite direction. Migrants feed this secondary economy, which thrives because of the low cost of migrant labor. Likewise, deskilling is likewise treated as a logical and purposeful decision by migrants to enter the foreign labor market in the model. Employers' hiring of low-cost migrants is likewise seen as a sensible option by the model in order to reduce expenses. Companies can keep salaries low by taking advantage of the consistent supply of migrant employees ready to make up for the labor deficit in the secondary market, rather than raising rates in the secondary market to entice local workers to these occupations.

As a result, careful investigation could imply that, while this model contains some truth, it is inefficient in comprehending the issue of deskilling outside the economic lens due to its simplicity. The model's application to other sorts of migrants is limited by Piores' assumption that migrant workers are on a transitory (or so-called contract or seasonal) basis. Economic migrants in several immigration countries, such as Canada, Australia, and New Zealand, are not merely temporary laborers; many become permanent residents.

5 Research Methodology

This chapter presents the methodology used in this study which includes the research design, research locale, role of the researcher, research participants, data collection procedure, trustworthiness and credibility, and ethical consideration. This study utilized chain sampling which identifies cases of interest from people who know what cases are information-rich, that is, who would be a good research participant (Bilbao, 2015). Chain sampling is a non-random sampling technique that relies on referrals from initial respondent to identify subsequent respondents who possess the desired characteristics or information relevant to the study.

This means that the method involves primary data sources nominating other potential data sources that will be able to participate in the research studies. This sampling method is purely based on referrals and that is how a researcher is able to generate a sample. This chain of contacts in order to identify and accumulate critical cases. Often a few key informants or cases will be mentioned multiple times and take on additional importance. This method can be useful for identifying a small number of key cases that are identified by a number of key or expert informants as important cases or exemplars (Cohen D, Crabtree B, 2006). Also, since social media is highly merchantable nowadays, the researcher utilized one type of social media to help find the researchers' respondents and inquired Filipino groups in Norway for referrals. Likewise, both primary and secondary sources of data will be applied. Secondary sources of data will include reports, journals, articles, books, thesis, and other online references. The primary source of data will include the data collected in the field of study. This data will be ascertained through interviews with respondents to achieve the objectives of the study.

5.1 Access and gatekeepers

The researcher sought permission for approval to conduct the study of the fieldwork in Norway. This demonstrates a commitment to ethical research practices and compliance with any relevant regulations or requirements. Then, the researcher submitted a project description at Norsk center for Forskningsdata (NSD- Norwegian Centre for Research Data), a Norwegian government-owned company that is responsible for managing data for the research community in Norway. This indicates a commitment to data privacy, security, and compliance with data management

guidelines. Also, prior to conducting interviews, the researcher obtained informed consent from the respondents through the use of an online platform, like Zoom to assure them and to fully aware of the nature and purpose of the study as well as their rights as respondents. After then, the researcher established contact with teachers in the Philippines who are currently residing in Norway. Due to strict coronavirus measures, the researcher adapted the methodology to conduct interviews online using platforms like Zoom. This shows flexibility and a commitment for the safety and well-being of both researcher and respondents.

Meanwhile, the researcher utilized Dictaphone to record, review and transcribe their answers in detail; rest assured that every information provided by respondents was safe in accordance with the NSD guidelines. This method enhances the accuracy and depth of data collection. In this study, the researcher expressed a personal connection to the study, noting how they personally felt about the motivation of the teachers in their future plans. This personal engagement can bring a deeper understanding and perspective to the research. The researcher was able to gather data from respondents collectively indicating a systematic and organized approach to data collection. The researcher's meticulous approach to planning, conducting, and managing the study reflects a high level of professionalism and dedication to conducting ethical and rigorous research. This comprehensive methodology contributes to the validity and reliability of the study's findings.

5.2 Methods

This qualitative study was enclosed to discover and for the teachers to achieve the insights, coping mechanisms, and experiences of Filipino teacher immigrants. The data of this study was limited only to the answers and real-life experiences of Filipino teacher immigrants on the assessment of education. Further, this study was confined to the results of the semi-structured interview from the respondents. Moreover, there were restraints in the qualitative study as the data and results gathered from the interviews could not guarantee the truthfulness of the answers given.

5.2.1 Observation

Studying the results will provide valuable insights and guidance to Filipino teacher immigrants as well as the broader education system. This research will give enlightenment on crucial aspects of

the experiences and challenges faced by Filipino teacher immigrants. This information can be invaluable in helping them navigate their new environment and work towards their academic goals. By studying the results of the study, it aims to assess the efficiency and effectiveness of various factors impacting Filipino teacher immigrants. This analysis can identify areas that may need improvement in the support system for these educators.

The findings of this study can empower Filipino teacher immigrants with the knowledge and insights needed to make informed decisions about their educational and professional pursuits in Norway. The hope is that this research will prompt reflection with the education system as well as among Filipino teacher immigrants on the key factors that contribute to the academic success of Filipino teacher immigrants. The research outcomes can stimulate collaboration and community-building efforts among Filipino teacher immigrants, their peers, and education stakeholders. This sense of community can provide mutual support and resources for achieving academic goals. Furthermore, the research has the potential to make a positive impact on the experiences and outcomes of Filipino teacher immigrants ultimately benefiting both the educators themselves and the education system as a whole.

Hence, some terms used in the study are herein defined:

Definition of Terms:

Filipino immigrants. They are one of the important groups for being the fourth-largest origin group. They are core in societal standards. This study let the Filipino immigrants share their real-life experiences that could encourage many Filipinos.

Teachers. They serve as instruments in honing the minds of learners. Through this study, it will provide enlightenment to explore beyond the usually expected expertise, teaching. This study will widen their thoughts about the stated problem encountered.

Education System. This is one of the strong foundations and has the authority to implement and alleviate procedures that could help learners as well as the teachers who keep on practicing their profession. This study provides valuable references for others to reflect on how the new system can affect the entirety. Moreover, the data gathered and analyzed in this study will offer a deeper understanding on what are the experiences of Filipino teacher immigrants in Norway.

Hence, the result was gathered through a thorough observation from the answers provided and given by the participants to the research through online platform.

5.2.2 Interview

With regards to the basic roles, the researcher followed the principles which state that qualitative inquiry is for the researchers who are willing to commit extensive time to collect data, engage in data analysis, do reflexivity, and write long passages by themselves (Creswell & Tashakkori, 2007). Hence, the researcher played many roles such as an interviewer, transcriber, translator, analyst, and encoder. As an interviewer, the researcher prioritized the establishment of rapport and friendship with the respondents. This initial connection laid foundation for a comfortable and open exchange of perspectives and experiences during interviews. This approach can lead to richer and more nuanced data as respondents are more likely to share openly when they feel at ease with the interviewer. As an interviewer, personal empathy makes the participants feel more willing to tell their stories. During the interview and observation, the researcher applied some techniques like asking probing questions, then listening and thinking, then asking more probing questions to get deeper levels of conversation.

5.2.3 Sampling

Before the interview happened, the researcher sought consent from the respondents through the use of an online platform, like Zoom. The interview was conducted at the convenience of the respondents. It was the researcher's ethical duty to prioritize the confidentiality of the gathered data. This was ensured by meticulously avoiding the reporting of any information that could potentially identify the respondents. This will help protect the privacy and anonymity of the respondents which is crucial for maintaining trust and ethical integrity in research.

The study focused on the real-life experiences of the teacher immigrants in Norway. This study has 10 participants because of the very hard time finding samples. Modesto (2020), cited in his paper that the usual sample size for phenomenological research is between one and ten people. Phenomenological research is a qualitative research approach that aims to understand and describe the meaning and essence of human experiences as they are lived and perceived by individuals. It

seeks to explore the subjective, lived experiences of respondents without imposing theoretical frameworks. Moreover, phenomenological research provides a valuable approach for exploring the depth and complexity of human experiences offering unique insights into how individuals make sense of and navigate their worlds. For descriptive phenomenological studies, the focus is on gaining rich, in-depth insights into the experiences of respondents. Given the depth of exploration required, a smaller sample size, typically no more than ten respondents, is considered appropriate and effective. While the sample size may be small, the depth and richness of the data collected can be substantial. This is a key strength of descriptive phenomenological research as it allows for a comprehensive exploration of the essence of the lived experiences of the respondents. Respondents were teachers back in their home country Philippines. Nine of them were female and one male. The respondents were selected without regard to factors such as gender, type of visa, length of stay or age. This inclusive approach allows for a broad representation of Filipino teacher immigrants which tell a comprehensive exploration of their lived experiences. Four of the informants were married to Norwegian men, three of them were Au Pairs and are single, and three of them were married to a Filipino too. This can be shown with the following table:

Table 1 Participants data

No.	PSEUDONYM	GENDER	STATUS	DEGREE
1	Teacher Charity	Female	Married to Norwegian	Master's degree holder
2	Teacher Joy	Female	Married to Filipino	Bachelors in Secondary Education holder
3	Teacher Faith	Male	Married to Filipino	Bachelors in Elementary Education holder
4	Teacher Peace	Female	Married to Filipino	Master's degree holder
5	Teacher Generous	Female	Aupair/ Single	Bachelors in Elementary Education holder
6	Teacher Patience	Female	Married to Norwegian	Bachelors in Secondary Education holder
7	Teacher Chastity	Female	Married to Norwegian	Bachelors in Secondary Education holder
8	Teacher Kind	Female	Student/ Single	Bachelors in Elementary Education holder
9	Teacher Gentle	Female	Aupair/ Single	Master's degree holder
10	Teacher Goodness	Female	Married to Norwegian	Bachelors in Elementary Education holder

In terms of education, they were asked as to what level of education they gained back in the Philippines. Two of them finished their master's degree, the other one is in a second course in which her first course was in Psychology and after graduating, earned units in education to become a teacher. The rest of the respondents completed their bachelor's degree in education. They were also asked as to what level of learners they used to teach back home. Five of them used to teach primary level, four taught secondary level and one is at the university level. For now, all of these respondents are no longer teaching in Norway, but are preoccupied with other matters and that would be tackled later on.

5. 3 Practical methodological issues

As a transcriber and encoder, the researcher transcribed all the recorded interviews, and translated them correctly, and organized them into standard English statements because the majority of the answers were delivered in English and Norwegian words.

Meanwhile, the researcher utilized dictaphone to record, review and transcribe their answers in detail. It is worth noting that every piece of information provided by respondents was handled in accordance with the guidelines set forth by the NSD which guarantees its safety and confidentiality. In this study, the researcher personally observed the strong motivation exhibited by the Filipino teacher immigrants towards their future plans even on the face of the hard work required to achieve them. The data was gathered collectively from the respondents providing a comprehensive understanding of their aspirations and efforts.

5.4 Data analysis

The data of this study were collected through a series of carefully planned steps. Initially, the researcher sought permission from the institution associated with the research, Subsequently, a data gathering instrument was created. The guided interview questionnaire was then submitted to the immediate supervisor for input and potential modifications. Following a thorough review, in conjunction with the project description, the guided interview questionnaire was finalized. The researcher submitted the project description at the Norsk center for Forskningsdata (NSD- Norwegian Centre for Research Data). When the researcher received an approved project

description from the NSD, the collecting of data from the informants started. To obtain precise results of the interview, the respondents were purposefully selected for the interview. Among them nine were females and one was male which provides a diverse pool of respondents for a more nuanced understanding of the phenomenon under investigation.

As to education, they were asked as to what level of education they gained back in the Philippines. Two of them finished their Master's degree, the other one is in a second course in which her first course was in Psychology and after graduating, earned units in education to become a teacher. The rest of the respondents completed their bachelor's degree in education. They were also asked as to what level of learners they used to teach back home. Five of them used to teach primary level, four taught secondary level and one is at the university level. Relevantly, the researcher gathered and administered the interview; lastly, the researcher interpreted and transcribed the collected data.

In transcribing, the researcher went over the entire data set a couple of times. Certain descriptive and analytical themes that were pertinent to the research was discovered. It utilized Microsoft word to code, with each answer being classified in a different table. The researcher work with texts on a word document, using various color highlighters to make the text stand out and signify different codes. In addition, separate word document was created to transfer various portions of coded text into the appropriate code categories. Coding is searching the text for comparable themes, ideas, concepts, and key phrases, and then marking such portions with a code color. This makes comparisons and identifying trends that can be examined further much easy (Oakes, 2021).

Moreover, the researcher translated a few Tagalog words from the responses into English, taking care to ensure that everything was still understood correctly. She was able to select terms from each response and collect them till the last interviewee before creating my themes using their responses. As an analyst, she used appropriate qualitative research analysis methods and procedures, such as case analysis. According to Corbin and Strauss (2014), it is the researcher's responsibility to interpret the significance of data that is hidden because he is the primary instrument for data collection and analysis.

5.5 Ethical considerations

In order to establish ethical considerations, the researcher followed the steps as suggested by Boyatzis (1998) such as respect for persons, beneficence, justice, consent, and confidentiality. The highest ethical standards in the conduct of this study are of utmost importance. The research will strictly adhere to established guidelines, assessment, and standardized criteria particularly in the management of the population and data such as, but not limited to:

Voluntary Participation. The participants of my study were individuals who were under my protection, so I should develop trust among us. Establishing trust was a crucial step in this process. Once the purpose was fulfilled and the benefits were thoroughly explained and provided to the involved students as it was imperative to recognize and respect the respondents' rights to contribute the body of knowledge.

Privacy and confidentiality. After the conduct of the research, the informant's identity and information were safeguarded in accordance with the established protocol prioritizing their privacy and confidentiality.

Informed Consent Process. In order to uphold the rights of the respondents, particular was taken in framing the research questions. The language used in the guided interview questionnaire was deliberately chosen to provide respondents with a clear understanding of the potential benefits they might derive from participating in the study. The search guided interview questionnaire underwent thorough discussion and administration with consent being verified by the Norwegian Centre for Research Data (NSD) prior to its utilization in the study.

Recruitment. To get a saturated form of data, participants were purposely selected. Prior to the commencement of the study, specific inclusion criteria were established to select respondents who best matched the required data. Additionally, before data collection, the researcher obtained consent to conduct the study.

Benefits. The study offers benefits to various groups. The findings hold significance for society as they provide valuable insights into the educational integration of Filipino teacher immigrants in Norway. Additionally, Educational stakeholders can use the study to gain insights on effective strategies for motivating teachers in diverse ways.

Plagiarism. Stringent measures were taken to guarantee the absence of any replication or misinterpretation of existing research in this study.

Fabrication. The research output was meticulously crafted to ensure it was devoid of any intentional misinterpretation. There was a clear stance against fabricating data, results, or presenting conclusions that were not supported by the gathered data. Moreover, there was a strict adherence to the principle of not creating or presenting inaccurate data and conclusions.

Falsification. It was ensured that there was no such act or part of the study which purposefully misrepresented the work just to fit the study. There was a deliberate effort to avoid excessive claiming and exaggeration of facts and data.

Conflict of Interest (COI). Conflict of interest was rigorously avoided in this study with personal judgments and views set aside. The results, conclusions, and recommendations were solely derived from the meticulously analyzed and interpreted data. Additionally, the study received no sponsorship from either governmental or non-governmental organizations. All procedures adhered to the ethical standards set forth by the committee. As a result, the findings are entirely objective and grounded in the collected data. The analysis was conducted by a panel of experts and professionals to ensure the validity and credibility of the results.

Deceit. The study was conducted with utmost transparency and integrity avoiding any form of deception that could potentially harm the respondents. To prevent such misconduct. The researcher provided a straightforward, clear, and informative explanation to the respondents regarding the purpose of the study allowing them to establish a solid understanding of the research. Also, essential details about the study including its methods were disclosed to the respondents at the

earliest possible stable enabling them to make informed decisions. These measures were implemented to safeguard the respondents from any potential risks.

Trustworthiness and Credibility. The qualitative research in this study placed a primary focus on ensuring the credibility of the results and the overall trustworthiness of the study.

Credibility. In a research study credibility is an evaluation of whether or not the finding represents a “credible” conceptual interpretation of the data drawn from participants' original. In addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. Lincoln and Goba (1985), argued that ensuring credibility is one of the most important factors in establishing trustworthiness. To ensure the credibility of this study the researcher followed the steps. First, I established the adoption of research methods through presenting credibility of the experiences as an intent of truthfully illustrating and knowing the facts which were the phenomenon that my participants are included in. Second, the researcher developed an early familiarity with the culture of participating teachers through designing research procedures. The researcher conducted an in-depth interview that extracted ideas on the experiences of teachers residing here in Norway.

Transferability. The degree to which findings of this inquiry can be applied or transferred beyond the bounds of the project. To allow transferability the researcher must provide sufficient detail of the content of the fieldwork for the reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can be justifiably be applied to the other setting Shenton (2004). This was used by demonstrating the results of this study in which it could be used to a wider population. The findings of this study could be applied and also be useful to other schools not only internationally but globally, since there is always a possibility that this kind of problem could exist in other institutions.

Dependability is an assessment of the quality of the integrated processes of the data collection, data analysis, and phenomenal explanation. The meeting of the dependability criterion was difficult in qualitative work, although researchers should at least strive to enable a future investigator to repeat

the study (Shenton, 2004). This was addressed with the use of appropriate research designs to meet intended results. The procedure used in the conduct was strictly observed from the responses of the respondents. Faithful review and continuing appraisal of the data gathered were made countless times.

Confirmability. A measure of how well the findings of the inquiry are supported by the data collected. To achieve confirmability, (Shenton,2004) noted that researchers must take steps to demonstrate that findings emerge from the data and not their predispositions. This was used in the study to exclude possible preferences.

6 Findings

This chapter presents the empirical data from fieldwork. The findings are presented in three main categories, based on the research questions' time perspectives. The first subsection, teacher migration, introduces the respondent`s experiences; the second subsection, self-coping mechanism, presents the strategies they engaged in the new culture they live in; and third, dreams for the future, presents the teachers' aspirations for further education.

What are the experiences of Filipino teachers that affect their career growth here in Norway?

6.1 Teacher migration

Most of the respondents mention various reasons why they came to Norway and left the Philippines, their birth country. They discuss marrying the one they love, self-development, finding greener pastures, and experiencing a new culture. These teachers share their stories and personal reasons for leaving their country. Some of them say they had no choice but to leave the country. The socioeconomic and educational background of the teachers generally affects the way they live here in Norway.

6.1.1 Self development

The Philippines is known to be a small country with a large population. Overpopulation is one of many reasons why the country has a high number of unemployed professionals (Economics ILP, 2014). Most of them are motivated to go abroad to find a job and provide for their family. "I wanted to earn a higher income, to be with my family because my sister is here in Norway. I can earn more, I can also help my family and others that are in need" (Peace). They believe that Norway, being a rich country, is a steppingstone to a better life. Some of them also have their relatives here. "Practically speaking it is for greener pastures. The Philippines belongs to a third-world country, Norway is a rich country indeed. Because I was given a chance to come here so I just grab that opportunity and hopefully someday somehow will be able to settle myself" (Faith). Among the respondents, three of them got an open opportunity because they were able to marry a Norwegian man.

"I haven't thought about coming here, I know Norway and where Norway is. Until I met my boyfriend 3 years ago and he visited me in the Philippines. He saw what I was doing and I told him about all my stuff being a teacher and that I think I have a good opportunity here. So I was thinking I should try" (Chastity).

Patience came to Norway to experience and explore what kind of life it is to work abroad. "To experience the world outside my comfort zone, the opportunity to learn new things and explore the unknown and meet different kinds of people" (Patience). Additionally, it boosts their confidence because they know that their loved ones are there to support them. "I just want to try working abroad. My contract as an Aupair was for 2 years. My parents said to try working abroad. I enjoyed continuing working here in Norway" (Gentle).

6.1.2 Educational system guidelines

The educational system requirements in Norway are different from the Philippines. All of them are familiar with the requirements needed for them to be recognized as a teacher here. The concerns about evaluation and recognition are handled by the NOKUT and Utdanningdirektoret. It is also an advantage if one gained a lot of training and certificates from the country where they came from. "I need to have teaching experience, employment certificates, credentials approved and recognized by NOKUT, authorization awarded by UDiR" (Patience). Aside from that, they needed to pass the Norwegian language proficiency test to be able to teach to the public schools in Norway. "First is the language. It is required to be familiar with their competencies as well as go through their educational curriculum and the culture" (Kind). Unlike the others, Charity and Faith only need to pass the Norwegian language proficiency exam because their documents as a teacher were already approved by the NOKUT. The only requirement is to pass the Norwegian B2, go to the Norsk NVGs. "I have already enough points from the Philippines" (Charity).

The teachers themselves recognized the vast difference between Norway and the Philippines educational system. First, in terms of its educational curriculum. During those times when teachers are earning their degree in the Philippines, the educational system lacks two (2) educational years

compared here in Norway. It was only during the year 2012 that the Philippines started to implement the Kinder to Grade 12 program. The K to 12 Program covers Kindergarten and 12 years of basic education. Six years of primary education, four years of Junior High School, and two years of Senior High School. Because of this reason, the educators are having a hard time practicing the field that they gained back home.

I think Norway is more high-tech in terms of its educational system. We don't follow the international system in terms of years spent in learning unlike now K to 12. It affects me because I cannot compete in the global market, we are not recognized here in Norway so we cannot teach. It is difficult for me (Joy).

The curriculum here in Norway is more advanced. In the Philippines, way back when I was studying, we were lacking 2 years of educational level. It affects me a lot because of that difference, I cannot teach here (Goodness).

When it comes to the knowledge being implemented and taught at school in Norway, there is also a huge difference from the Philippines. "The culture, in the Philippines, is very strict, the students here are the ones who is going to explore. In the Philippines it's spoon-feeding and more of the teachers' input, here it is the students exploring learning stuff. Because I had my internship here, you cannot tell the students that their answers are wrong. You cannot help them, they are the ones who will find the answer and the solution " (Charity). From the number of learning hours spent at school, medium of instruction, and teaching strategies there were a lot of differences. These can be reflected in each answer of the respondents. "The medium of instruction from Preschool to College is Norsk. It's kind of a hindrance on our path. The number of hours student spends in school. Parents' involvement and participation in school. Programs and activities of students after school. The age of the student to start schooling. The education here in Norway has the goal to attain the highest hierarchy of learning like for example essay in an exam instead of identification or enumeration, it's a type of exam or evaluation process. My own point of view towards things changes a lot. I reminded myself to adapt, involve, integrate, grow, learn. The reality for me to accept, understand and at the same time appreciate the differences" (Patience).

Since some of them are working moms, they were able to observe the kind of teaching curriculum the schools here practiced. "What I observed is that the kids have their simple assignments and the time span to study is only from 8 in the morning until 2 in the afternoon plus the activities. In the Philippines, it seems that our curriculum is complicated and has a lot of requirements, mostly focusing on academics. Here they valued the atmosphere of the learners to enjoy being a child at the moment of their learning. They don't disregard play, the learner should experience what is like being a child" (Kind).

6.1.3 Language barriers

Language helps us express our feelings, desires and questions about the world around us. If a person does not know the language, it would be difficult to express their feelings. This is one of the struggles of Filipino teachers here in Norway. In addition to this, the educational curriculum in Norway uses the Norwegian language as the basic medium of instruction from preschool to university. For a teacher to be able to teach here, it is a must that she knows how to speak the language. Seven of them say that language is the toughest part since you need to pass at least B1 language level to become a preschool teacher assistant. Even if you are highly qualified but not proficient in the language compared to others, the department will favor those who are proficient on the language.

You need to learn the language, a C1 level for me to qualify. I think that's the toughest part. You need to be competitive so you will meet what they are expected from you. Of course, we have different countries and cultures and students, many things. Norway is a highly progressive and rich country. A lot of people come to Norway you don't have a choice but to be competitive or they are going to pick someone that is more competent and effective especially in this profession (Chastity).

In addition to that, they are aware that the educational system here in Norway is different from the Philippines. Note the difference between the school system in the two countries. Most likely, a year or two of the Filipino degree will be missing to be recognized as equal in the Norwegian education

system. Therefore, Filipino professionals are not recognized professionals in Norway (Nielsen, 2017). A Bachelor's degree in the Philippines is only equivalent to finishing high school level here. Unless one from the Philippines finishes her Master's Degree, she can be recognized as Bachelor's degree graduate here in Norway. "You must have a master's degree back home to be recognized as a bachelor's degree here in Norway because the educational system is totally different" (Peace).

6.1.4 Culture exploration

Some of the teachers wanted to discover a new culture and believe that it can help their self-development. Philippine culture is different from Norwegian culture, so they wanted to explore their culture when they had the opportunity. "There's a lot of changes, very different from the Philippines. I felt welcomed here. It seems that the people I've met, appreciate me and say positive things about me though I have my flaws, they accepted me. Here, negative vibes are not welcome unlike in the Philippines, everyone is so judgmental as to what are you going to wear or act unlike here. Also, it boosts my confidence, especially since I am a little reserved person and even a little criticism would affect me already. Unlike here, I can be myself. I can do the things that I wasn't able to do in the Philippines" (Kind).

Of course, a total adjustment is a must in different components of culture such as its language, norms, and values. "It really affects me, a lot. I need to adjust to their culture, in fact, Norwegian culture is not bad at all, I do really appreciate it but since I'm not born and raised here so I need to adjust. Also, it is essential to speak English to express myself because I cannot use my mother tongue. I'm trying my best to adjust, it affects me as a person, I have lots of adjustments" (Faith).

"You know we are Filipinos, we are very flexible, we have this quality it's easy for us to blend in" (Charity).

Since the Philippines belongs to Southeast Asia it is known for its tropical climate. It is no wonder why most Filipinos who came here had a tough time adjusting to the climate in Norway. Four of them say it's difficult to adjust to the climate at first, but later on, they are used to it.

I also need to adjust to their weather, the Philippines is a warm country unlike here they have four seasons (Faith).

It seems unavoidable that the respondents still exclude themselves to be part of the Norwegian culture and still reserve themselves for their own culture. Charity is glad because her children are interested to learn about her culture.

I just respect their culture. Be like them in some ways but maintain your own culture. Still stick to your roots. Here in the house, we are using English and Norwegian, but they wanted to learn my dialect, but I just said to slow it down. My children are interested especially if there are some Filipinos visiting in the house, they are curious about what we are discussing, they want to understand to join the conversation (Charity).

How do the Filipino teachers cope-up with the educational system challenges?

6.2 Self coping mechanism

To manage different emotions such as stress and pain, as well as challenges inside the classroom, the respondents apply different strategies. They observed different coping mechanisms that help them adjust to stressful events while helping them maintain their emotional well-being. As professional public teachers, they are used to handling stress and pressure at school. Especially because in the Philippines, most classrooms are over-occupied with a high number of learners but there's only 1 teacher who handles those more or less than 50 learners (Montemayor, 2018).

6.2.1 Self-study

If a person wants to be better at something, he should put in a lot of effort and practice to achieve his goal. All the respondents are doing their best to learn the Norwegian language. In fact, most of

the respondents earn their formal language education upon enrolling in different universities to learn the language.

I was recognized by their department of education to become a teacher. But I needed to study the language when I arrived and learn the language every day. I need to read the books, translate them using google translation, and also study the A1 and A2 levels at the university. So I did exert really much effort in learning the language for me to adapt to their educational system (Faith).

In addition, they have their own different strategies to cope with the challenges around them. They did a continuous reading with up-to-date information both from television, newspapers, and other informative material. They also observe the people and things around them. The kind of experience they have gained back home also helps a lot in what situation the respondents are having right now.

It's an edge for us teachers from the Philippines because we are exposed to pressure, that's why I think it will be easy to cope up here. We have to find ways that the government or the school cannot provide for us so as a teacher we need to find ways to fill that in. We are exposed to that kind of challenge. But here in Norway, everything is here already. Even when you are teaching here you have a teacher assistant it's easier compared to the Philippines. You can only imagine in the public school; the ratio is 1 to 60. You can imagine how tough it is, so you can imagine that you started not so easy but when you get here, a place where everything is provided, so it's an advantage (Chastity).

Some of the respondents were able to have free education through the different programs of the government just like if you enroll in a university, but that is if you were able to pass the A1 and A2 language exam. A regular language student needs to pay at least 14,000kr to study each language level every semester. It is too much for a person who is having a hard time finding a regular job because of a deficiency of language requirements. One can earn free language education if you are from asylum or married to a Norwegian man just like the case of Charity, Gentle, and Chastity. "I

studied the language, fortunately since I am married to a Norwegian, I don't need to pay tuition for the language course" (Gentle).

6.2.2 Time management

Good time management allows a person to accomplish more in less time and gives them more free time. It will allow them to take advantage of learning opportunities, reduce stress and focus more on their goals and find instant success in their chosen career.

"Since I am studying my main course and at the same time, I'm studying the language and also I am working so I need to be wise with my time. To be honest I don't have leisure time for myself. I just need to relax a little and study a lot and I need to work hard for me to be able to achieve what I've been dreaming of" (Faith).

In order to reconcile the different tasks of the interviewees, they have to ensure good time management, especially since most of them have a family to look after in addition to school and are also employed. "I did double my effort because I need to work to survive, so it should be balanced. I need to go to school for additional knowledge. I also have a child so it's quite difficult" (Joy). As a teacher back home, they are exposed to stress and pressure at work. They were able to take it as an advantage as to how to handle things in this foreign country. "Once in a while it's going to be difficult depending on what situation you are currently in but as a teacher, I've been exposed to stress and time pressure, so I think it's really not a big deal" (Chastity).

Apart from that, the way how the lesson at school is delivered and assessed gives an impact on the respondents.

Right now, I am a student. I can say I am not pressured compared to when I was in the Philippines. Here, I used to bring home exams, and they don't judge you if you failed the exam. I can even retake the exam, no judgement, and pressure through its examination week. Also, maybe the test construction here is different. Back home

we used to have multiple-choice, enumeration, and fill in the blanks. Contrasting here most of the time, it's only essay questions (Kind).

6.2.3 Family support

One of the greatest factors that keeps the respondents going, giving them the strength to continue fighting, and keep working for their dreams is their families. They are also encouraged by the people around them like their friends, workmates, and fellow countrymen.

"A couple of friends are also the support system here in the house. Sometimes I experienced difficulties with the requirements, but my family would say just take your time to do that. I called my friends about some ideas and resources and so they are my support system" (Kind).

It is my family who helps me to cope-up with this difficulty. My family is there to assist me, every time that I am so busy with my academics my husband will do my job, my sister-in-law will cook for me, my friends and in-laws will encourage me. The people around me help a lot (Faith).

It is important to surround ourselves with family and friends to support and comfort us in both our times of joy and in times of need. A supportive relationship is a strong protective factor against mental illness and helps increase our emotional well-being.

6.2.4 Social interaction

Building connections with the people around them helps respondents learn more about Norwegian culture. It plays an important role in learning. Interacting with other people has proven to be very effective in helping learners to organize their thoughts, reflect on their understanding and find gaps in their reasoning. "It is important that you have people around you that you can ask for advice especially here in Norway because they have different kinds of students and curriculum, all kinds of different things. So, it's important that you have people to ask for you to cope with this new kind of environment" (Chastity).

If a person could experience the culture for themselves, it would be easy for them to absorb the learning, especially the language. Social support and social interaction have a positive impact on human physical and mental health. It decreases the occurrence of stress, depression, and anxiety, which is why a person needs to have social interaction with others. It promotes a feeling of self-esteem, belonging and security. Allows you to confide in others and let them confide in you.

I engaged socially with Norwegian people, to the locals, to familiarize their language and culture. Because when you are teaching you have to respect their culture also (Charity).

To what extent do the Filipino teachers were able to utilize the education they gained back in the Philippines?

6.3 Dreams for the future

Dreams are necessary no matter how old you are. It encompasses your goals and gives your life meaning and direction. It shapes your life choices, help you work toward the future, and give you a sense of control and hope. In this last subsection, I will present findings related to the teacher's future where education is essential to achieve those dreams. They dream that one day they will become recognized teachers here in Norway. They wish that one day, they will take the original path that was once they are in. To help their own family and extend those helping hands to others. All these dreams start with the goal of completing their education.

6.3.1 Opportunities

All the respondents gained teaching experience back in the Philippines. They knew how difficult it is to teach in one regular classroom with more or less than 50 learners with just one teacher (Montemayor, 2018). This is the reality of teaching in a public school. When it is compared here in Norway, teaching the learners is easier because everything is provided by the government. Each classroom is not overcrowded, and the teacher will work with a teaching assistant. Although they

have gained work experience back home, there is no guarantee that they will attract teaching opportunities here in Norway.

I noticed here in Norway that they have plenty of vacancies for teachers. I think it helps if you are a teacher in the Philippines because you already have experience and have that basic knowledge of teaching. However, we still need to gain more years of teaching experience here. As to the opportunities, there's a lot of opportunities to work here as long as you are already complete with their standard (Joy).

On the other hand, if you know the language there is still a chance to have a job but most probably not in the teaching field. "It helps me a lot in the sense that I have already experienced it. I've been working for many years. It's an advantage for me. I feel like I have this skill. It is very important that you can communicate with people, but I realized that specifically here in Norway they are into their language. There is no problem with my education and qualification but the thing here is if you don't know their language, they would prefer someone who can speak the language compared to the one who is highly qualified but doesn't know how to speak the language. The language here is very important" (Gentle). Kind also shared her opinion as to how she was able to use her education.

It seems that here, they are not particular with their educational background. But in my studies right now, it was really a big help that I was able to earn my bachelor's degree back home. It was an asset when you finished your studies so when you applied to a school, it was one of the requirements (Kind).

6.3.2 Educational degree utilization

Education can be used anywhere in the world. It is an advantage for a person to carry a degree with them wherever they go as it opens more opportunities for them. Though the respondents were not able to practice the educational degree that they finished in the Philippines, somehow that degree helps a lot as a steppingstone and in their day-to-day living in Norway.

Since I was able to gain my education back in the Philippines, my boss was glad that I can communicate with him well using the English language. So, I think through that, because I studied in the Philippines it helps because I can be able to do the cleaning job here in Norway. In addition, it helps me to get a student visa here given that Norway has very strict rules for those people who wants to come here. (Faith).

Acquiring education provides individual freedom and empowerment and brings important benefits. Education is a powerful tool to enable economically and socially excluded adults and children to lift themselves out of poverty and fully participate as citizens. It is the foundation of our society.

"It helps that I already have my education in the Philippines because for example, I am going to proceed in education. It's easier because you already gained knowledge, it helps me to move forward. Also since I am done with my education I am confident that I will pass the required qualifications of the immigration for me to be here in Norway. (Joy).

6.3.3 Flexibility

The type of job respondents currently in is far different from teaching, their teaching skills appear to be becoming obsolete. On the other hand, one of the skills of a teacher is knowing how to get along with other people. Somehow, they could use it with the kind of job they are in right now. Most of these jobs are more physically demanding than a teaching job. They are usually engaged in the cleaning job, hotel room assistant, or being a sales lady in different stores. But sometimes it is unavoidable that these professionals feel inferior because they are called professionals back home but here they used to do a lower level kind of job.

Now I am working as a cleaner in the school. The job is sometimes hard. I'm thinking I'm a professional teacher back home. The salary has a big difference between being a cleaner and a teacher. In my mind, I need to finish and be a teacher here in Norway (Peace).

Although all respondents were unable to get their dream job, they are still grateful that they were able to have an income to meet the basic needs of their family and loved ones. This inspired them to try harder to achieve the original profession they had back home.

I am engaged in cleaning. It's totally different from my profession but still, I think my education helps me to find work in cleaning, and maybe in the future I will have better opportunities (Joy).

6.3.4 Positivism

Although respondents struggled with their current life status, they cling to a positive future. Positive thinking helps them manage their stress and improve their mental health. Going abroad also means accepting the fact that things will not be easy, especially because the place is not your own country.

I look forward to having a stable job as a teacher and stable status here in Norway so that someday I can also go back to the Philippines and visit my home country and have a vacation there. I will just go back here to work together with my husband and child. I am looking forward to greener pastures and more positive development of my career someday (Faith).

Positive thinking usually goes hand in hand with optimism and is an important part of effective stress management. All of the respondents are looking forward to doing their original job where their passion and heart belong, being a teacher. "I see myself teaching in a school here in Norway. Either in the kindergarten or primary schools. I am already fluent in their language and well-adjusted to their culture and environment" (Generous).

7 Discussion

The researcher investigates the life experiences, coping mechanisms, and extent of education utilization by Filipino teachers in Norway using Everett Lee's (1966) push and pull factor theory of migration and Michael Piore's (1979) dual labor theory. The graph below will help me explain how migration occurs in the lives of teaching professionals from the Philippines who are migrating to Norway, a foreign country where their education is not recognized.

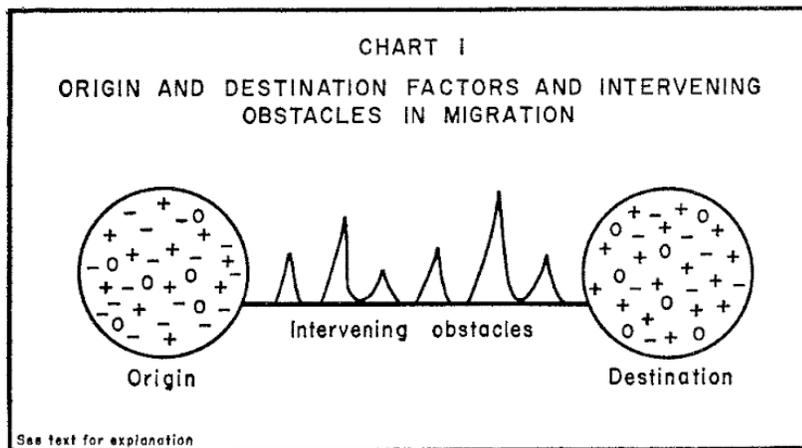


Figure 1 Push and pull factor theory of migration chart (Lee, 1966)

According to Lee's (1966) theory, migration is influenced by four categories: factors connected to the origin, factors relevant to the destination, intervening impediments, and personal variables. These four will be used by me to break down the topics into different subsections. Seemingly, there are others who are shown as people who are essentially apathetic to them. Some of these factors have comparable effects on the majority of people, whereas others have varied effects on various people. Despite this, we may identify groups of people who react in comparable ways to the same common causes at both origin and destination. We can only select a few that appear to be particularly important and indicate the general or average response of a large group because we can never specify the exact elements that drive or prevent migration for any individual (Lee, 1966, p.50). These individuals will be referred to as teaching professionals from the Philippines who are currently not teaching in Norway in this study.

It is vital to highlight that the origin and destination locations have positive, negative, and neutral features. The first subsection will include factors related to the place of origin. The following are the factors that pushed the respondents to this conclusion: positive factors include cultural exploration and helping loved ones; negative factors include workload and salary disparities; and neutral factors include teaching methods. In the second subsection, I will discuss the following factors related to the destination: Norway's strong economy and family reunification as positive factors; language barriers and educational gaps as negative factors; and resourcefulness, family reunification, climate, family support, and future aspirations as neutral factors. The third subsection, which deals with Norway's severe immigration regulations, will address intervening circumstances. Personal variables, which deal with Michael Piore's dual labor market theory and deskilling, are the last and fourth subsections.

7. 1 Pull factors associated with the place of origin

It should be mentioned that the teacher respondents were compelled to come to Norway by circumstances. It is vital to highlight that the origin and destination locations have positive, negative, and neutral features. The first subsection will include factors related to the place of origin. The positive factors are cultural exploration and helping loved ones; the negative factors are workload and salary disparities; and the neutral factors are teaching methods.

7.1.1 Culture exploration

Teachers are eager about the new culture that they are going to discover, which is a common denominator for the responses in this push factor. They did it because they believed it would aid in their personal development. As a result, culture exploration is thought to be a beneficial influence. Because Philippine culture differs from Norwegian culture, they wanted to learn more about it when they had the chance. One has the sensation that she is entirely accepted here, with no judgments or concerns about how others perceive her. They compliment her and say nice things about her, which gives her confidence despite the fact that criticism is unavoidable.

According to Modesto 2020, teachers from underdeveloped nations not only migrate to developed countries, but also from developed countries to other developed countries. However, the main

motivation is to get new career and life experiences. This has something to do with the respondents. Despite the fact that the Philippines is a developing country, they wanted to learn new skills and expand their horizons.

It is worth mentioning that the respondents appear to be unable to avoid excluding themselves from Norwegian culture and reserving themselves for their own. Some parents expressed their delight that their children are interested in learning about their culture (Philippine culture). On the other hand, it's encouraging to know that, despite their distance from their homeland, most Filipinos remain true to their roots and never forget where they come from. They wanted their children to respect their heritage culture, despite the fact that they were now living in a different one. It also helps that, because they are in a strange country, the respondents believe that Filipinos are adaptable and easy to get along with, despite the fact that they must make adaptations to everything.

7.1.2 Help family and loved ones

One of the reasons that motivates teachers to migrate abroad is their desire to aid not just their families but also the people in their communities. This increases their motivation to work more, and thus falls under the positive component in the push headings.

Even if they have to strive to figure things out in a distant nation, it gives them happiness to be able to aid their family and those in need. Some of them have husbands or siblings in Norway, while others do not, but they all stated that when they travel here, they receive all of the support they require from their loved ones. It improves their self-esteem and confidence. In addition to their own personal growth, the aim and goal of teacher migration is to eventually earn money in order to provide a better living for their families. Family support is crucial since being surrounded by loved ones improves our mental well-being and reduces stress. The next level is to address our social requirements after our basic physiological and safety demands have been met. We need to feel socially connected to our family and friends and to be a member of a bigger social community (Ministry of Health Singapore, 2022). Patience notes that she is excited to be here since she will be able to be with her family wherever she travels.

7.1.3 Workload, stress and pressure

Teachers, according to Calaby (2020), are known for being role models, mentors, caregivers, and counselors, to name a few things. They have the power to make a significant difference in the lives of their students. It emphasizes that teaching goes beyond the mere imparting of knowledge. Instead, teachers serve as crucial figures who inspire, nurture, and guide the personal and academic development of their students. As a result, it is critical that society considers their well-being as well. It suggests that just as teachers play a vital role in the development of students, their own well-being and professional satisfaction should also be taken into account and supported by society. This is essential for maintaining a healthy and effective educational system.

Respondents used to express their concern about job load, stress, and pressure in this context. As a result, one of the negative variables in the push headings is evaluated. It is impossible to prevent because overpopulation is one of the biggest worries in a country like the Philippines. The Philippines has a land area of 298,170 km², while Norway has 307,442 km², according to Nation Master (2022). In terms of land area, this means that Norway is only 3% larger than the Philippines. However, the populations of the two countries are vastly different. Norway's population density will be 14.42 people per square kilometer, compared to 266.11 people per square kilometer in the Philippines, which is 18 times Norway's. It's no surprise that most schools in the Philippines are overcrowded, putting a strain on teachers' health.

Although Filipino teachers are forced to teach in crowded classrooms with a student ratio of 1:50 or fewer in public schools on a daily basis (Montemayor, 2018), this causes them to feel overworked, stressed, and under pressure. Filipino teachers work for eight hours a day, five days a week. The Magna Carta for Public School Instructors, Republic Act No. 4670, mandates that teachers' instruction time cannot exceed six hours. Memorandum 291s has been released by the Department of Education (DepEd). Teachers are allowed to dedicate six hours per day to actual classroom instruction, with the remaining two hours allocated to school-related activities, as of 2008 (Llego, 2022). Time pressure, according to (Maas, Schoch, Scholz, Rackow, Schüler, Wegner, Keller, 2021). is defined as the sense of a lack of available time in relation to the job, as well as the emotional experience of a hectic existence. This was one of the scenarios that the teacher

respondents had to cope with when they returned home. Time pressure for a long period of time necessitates sustained effort, which has physiological and/or psychological consequences. These expenses accumulate over time, resulting in a loss of energy, weariness, and bad health. Previous study on teachers' perceived time pressures has found that negative consequences such as burnout are common. What is occurring to Filipino teachers in the Philippines withstand to Hammond, et. al. theory's (2010). On the other side, as a teacher back home, they were able to use their exposure to stress and pressure at work as an advantage in learning how to handle situations in this strange nation. The following neutral factors will be discussed.

Teaching ways

Because of their work experiences at home, the respondents have been subjected to pressure and stress. In the Philippines, managing a classroom with a high number of students can indeed be demanding and stressful. It requires exceptional organizational and interpersonal skills to ensure that each student receives the attention and education they need. This underscores the importance of recognizing and addressing the pressures that teachers face in their roles. On the plus side, they were able to use their previous experiences to their advantage once they arrived in Norway.

Because some of the teachers are parents, aunts, or Au Pairs, they are able to notice the disparities in Norwegian teaching approaches. According to them, the complete development of the kid is prioritized in Norway. The emphasis is on exploration and play, with minimal pressure on the students. Until they reach a higher grade level, they do not have a graded character. It is more important to focus on what the child can accomplish on his own rather than competing with others. They have their own iPad and top quality books and materials as early as first grade to aid with instruction. They have a high-quality facility and, if necessary, a teaching assistant. The classroom is also not overcrowded.

Norway has some of the best schools and universities in the world (careerpaths.com). The Norwegian education system is divided into four parts: Elementary school, lower secondary school, upper secondary school, and higher education. The Elementary and lower secondary levels are compulsory for all Norwegian children which means all children aged 6 to 16 are required to attend

elementary and lower secondary school. Prior to 1997, compulsory education in Norway began at the age of seven. Because most schools only offer one of the levels, students almost always have to change schools when they enter lower secondary school and upper secondary school.

Elementary school

Elementary schooling in Norway is known as Barneskole. The age when primary or elementary schooling starts is 6 to 13. The grades are accordingly 1 to 7. Students spend the majority of their first year of primary school playing educational games and learning social structures. In Grades 2 to 7, children were introduced to mathematics, English, science, religion, aesthetics, and music.

Lower secondary school

The second stage of the Norwegian education system is lower secondary school. Here, the age of schooling starts from 12 or 13 to 16. The grades are accordingly 8 to 10. Students can select one elective beginning in eighth grade.

Upper secondary school

The upper secondary school is called Videregående Skole. Here, the age of schooling starts from 16 to 19. The upper secondary schooling is three years but optional schooling in Norway. In Norwegian, students who have completed upper secondary school are referred to as Russ.

Higher Education

A variety of universities and colleges provide higher education in Norway. The higher education system generally begins with bachelor's degrees, which last three years, followed by master's degrees, which last one or two years, and finally doctorate degrees, which last about three years.

7.1.4 Salary difference

The decision to migrate is strongly influenced by income. This is what my empirical data reveals showing how the teachers do the jobs far different from teaching. In 2010, the Philippines was among the countries with the lowest salary ratios (in US dollars) among Asian countries (Giannoccolo, 2004). Unemployment and low wages were important drivers for the international

deployment of Filipino professionals. Low professional satisfaction in the home country is a key driver for professional migration. This includes a lack of continuing education and a constrained professional growth environment.

The majority of teacher migrations have been from developing or underdeveloped countries to developed countries. Teachers' salaries are frequently regarded inadequate in such countries. As a result, teachers from underdeveloped nations have migrated to rich ones primarily to increase their pay (Modesto, 2020). This author's concept corresponds to teachers' experiences in the Philippines, which are viewed as negative causes that force them to migrate. In the case of the teacher responders, despite the fact that they are considered professional instructors in the Philippines, the compensation they earn does not compensate for the effort, stress, and pressure they endure on a daily basis. The major reasons for talented and educated persons migrating are a lack of employment possibilities and low pay in their home countries (Saravia & Miranda, 2004). That is why they desired to seek greener pastures, despite the fact that this implies they will not be able to work in the same profession as they did back home once they get in Norway. The pressure that they were subjected to on a daily basis.

A competitive wage rate can improve an employee's total job happiness, according to the employment website Indeed (2020). Workers who believe they are being appropriately compensated are more likely to stay engaged and go above and beyond to assist a business achieve its objectives. Low staff turnover, great morale, and an overall positive mood can all be attributed to competitive compensation. According to the critical data I acquired, teachers want a competitive pay, even if it does not correspond to their chosen sector and skills.

7.2 Push factors associated with the place of destination

In the second subsection, I will discuss the following factors related to the destination: Norway's strong economy and family reunification as positive factors; language barriers and educational gaps as negative factors; and resourcefulness, family reunification, climate, family support, and future aspirations as neutral factors.

Pull factors are the polar opposite of push forces in that they draw people to a specific spot. More job opportunities and better living conditions are common examples of pull factors, as are easy availability of land for settling and agriculture, political and/or religious freedom, superior education and welfare systems, better transportation and communication facilities, a stress-free environment, and security.

The parameters connected with the area of origin and those related with the area of destination are vastly different. People who live in a given place are familiar with it immediately and often for a long time, and they are usually able to make thoughtful and calm judgements about it. This isn't always true when it comes to factors relating to the destination. Knowledge of the destination place is rarely precise, and some of the benefits and drawbacks of a location can only be appreciated if you live there (Lee, 1966, p.50). This was the experience of the instructor respondents. They were able to witness and experience the benefits and drawbacks of living in a different nation while living in Norway. A person's knowledge of the place of origin is better and more realistic, whereas his knowledge of the place of destination is more superficial and inexact (Faridi, 2018).

7.2.1 Good economy and culture

The professors were drawn to come to Norway since it is located in Northern Europe and is regarded one of the richest and most stable countries in the world. They took advantage of the opportunity to travel abroad that had been presented to them. But what is it about Norway that enticed the teachers to come here?

Norway has a long life expectancy (84 years for women and 82 years for men), high fertility rates (1.78 in 2013), and good overall life satisfaction, according to the OECD (2016). This is owing to excellent living standards, a well-educated and healthy population (82 percent of persons aged 25 to 64 have completed upper secondary education), and, most crucially, a well-developed welfare state dedicated to safeguarding citizens' equality and well-being.

Norway is one of three Scandinavian countries with a population of little over 5 million people, according to The Norwegian Directorate for Higher Education and Skills (2022). Norway has

consistently been named as the finest country to live in by the United Nations Human Development Report in recent years. This annual rating is based on variables such as human rights and cultural freedom, as well as average levels of education and income in relation to life expectancy. Norway is also praised for its high literacy rate, educational attainment, and material affluence.

Furthermore, Norway boasts one of the world's strongest welfare systems, ensuring that those who are unemployed or unable to work receive assistance in order to live a dignified life. It also has one of the lowest rates of crime in the world. Since the discovery of oil in 1969, the petroleum sector has played a vital role in Norway's economic growth, allowing for the development of a strong and comprehensive welfare state. Norway is classified as a social-democratic form of welfare state, along with the other Nordic countries, because of its redistributive characteristics and the ideals of universalism and equality as essential values in the organization of social service provision (Andersen, 1990).

Furthermore, most Norwegians support openness and equality in general, including economic, social, and gender equality. People with physical and mental disabilities have the same rights as everyone else and should be treated with the same respect. Since 1972, for example, homosexual partnerships have been legal, and same-sex couples have been able to adopt and marry since 2009. In Norwegian society, the egalitarian ideas that underpin the welfare state are represented in a variety of ways. In terms of education and pay, systematic care is devoted to ensure that women and men are treated equally. The role of the Norwegian father has undoubtedly changed as a result of this. In Norway, there is a parental leave quota, which means that fathers must take a specific number of weeks off but can also spend extra time with their children. This has made balancing work and family life much easier. Nonetheless, absolute equality remains a goal. In Norwegian society, informality is common. Formal titles and social status do not always imply that a person should be addressed differently than a regular person. To put it another way, calling your professor by his first name is perfectly acceptable conduct (The Norwegian Directorate for Higher Education and Skills 2022).

During the week and year, Norwegians learn and work hard, but they also know how to rest and relax. Five seven-and-a-half-hour work days make up a typical work week. Every weekend is off for the average Norwegian, who also receives five weeks of paid vacation every year. It is critical to maintain good health and lead an active lifestyle. Evenings and weekends are frequently jam-packed with events, ranging from theatrical performances and concerts to outdoor activities and sports. Norwegians have also evolved into adventurers who enjoy traveling. People in Norway have a lot of free time compared to people in other nations. Although Norwegians work from 9 a.m. to 5 p.m., they also enjoy Saturday and Sunday afternoons and evenings off, as well as holidays like as Christmas, Easter, and summer.

Getting a higher degree is becoming increasingly popular in Norway. One of the reasons is the low cost of attending college. The education system is usually funded by the government to guarantee that everyone has equal access to education. As a result, the majority of colleges do not charge tuition. Because of the outstanding quality of Norwegian universities and colleges, an increasing number of international students are opting to study there.

Norwegian Language

Norwegian and Sami are the official languages of Norway, according to the Norwegian Directorate for Higher Education and Skills (2022). Norwegian is by far the most widely spoken language in the country. Bokmål and Nynorsk are officially equal. The languages are not dissimilar, yet they show significant regional distinctions. Bokmål is spoken by the majority of Norwegians, and it is especially popular in Eastern Norway. They study Bokmål to learn the language, according to the interviewees. About 10-15% of the population, mostly on the west coast, speaks Nynorsk. In general, if you know one of the two languages, you should be able to understand the other without difficulty. It should be stressed, however, that Bokmål and Nynorsk are not two distinct languages that require different approaches.

The Sami languages, on the other hand, are not related to Norwegian at all. Northern Sami was, nonetheless, recognized as an official language alongside Norwegian. It is mostly spoken by the indigenous Sami people of Troms and Finnmark, two northern Norwegian areas. The complicated

language situation in Norway may explain the country's unusual dialect acceptance. Across Norway, the same word can be pronounced a hundred different ways, but no dialect is deemed more valued than the others. There were no responses from the Northern Sami region of the country in this survey.

Few, if any, Norwegians talk in the manner in which a text is written, whether it be in Bokmål or Nynorsk. Instead, they speak in their native tongues. For Norwegians, dialect is an important element of their identity, and one can usually tell which section of the nation someone is from by listening to their accent. This is one of the issues raised in this research. Immigrants are having trouble learning Bokmål, and the dialect adds to the difficulty. Beginners to the Norwegian language, on the other hand, may find some dialects difficult to comprehend, although Norwegians understand and talk closer to the written language once they know you don't understand them.

The common theme across teacher respondents is that learning the language is difficult. They believe that if they only mastered the language, they would have more options, especially because teaching is in high demand in Norway. According to the respondents' experiences, even if you have a higher qualification than others but don't know the language, the employer will favor those who know the language even though their qualification is lower. This is why the vast majority of them are studying the language through self-study, university enrolment, or the kommune.

If you are married to a Norwegian, you have the same opportunity to attend a free Norwegian course as refugees (Landmark, 2021). However, those immigrants who come to Norway with the intention of settling down should learn the language on their own dime, as did the majority of the respondents, in order to have a better chance of finding work. A one-semester language course would cost around 14,000 kroner plus another semester's price (University of Oslo, 2022). This is the amount they had to pay out of their own pocket in order to attend university. Given that they are still attempting to establish themselves, this adds to their difficulties.

Resourcefulness and family support

To deal with the issues they are currently facing, the respondents are being resourceful. Most of them have families to look after and should be able to meet their fundamental necessities. As a result, resourcefulness is deemed neutral in the pull headings because one can be resourceful and obtain family support whether they are from their home country or have already arrived in their goal country. The informants attempted to balance the demands of working, being a family man/woman, and being a student. They attempted to maintain balance despite the fact that it was extremely difficult for them. Families are one of the most important things that keep the responders going, providing them the strength to keep battling and working for their goals. They are also supported by those around them, such as their friends, coworkers, and countrymen. The respondents appreciated a simple gesture of assistance from their families, such as providing them time to study or finish their schoolwork. Their family used to support them in small ways, such as helping with domestic tasks, preparing meals for the family, or having their partners assist the children with their homework. Teachers said they are used to pressure and stress at home, so they believe the issues they are facing are normal.

Furthermore, the majority of responders are enrolled in university language programs. They stated that proper time management is crucial. They must devise tactics and strategies to cope with the pace of life and continue to perform their duties. Some of the teachers' replies included reading, translating Norwegian to English using Google Scholar, watching television to keep up with current events, and doing self-study. Furthermore, when given the opportunity, the respondents interacted with others, particularly locals, in order to become acquainted with the culture and language. As Liu (2022) points out, some people will learn about culture through language since it allows them to express their values and ideas. Furthermore, one of the informants used to see her nephews with the children's habits of routine via their weekly plans, as she used to pick up the children from the neighbouring preschool.

Patience also uses the fact that she no longer has free time. As a technique, she performs self-study in addition to being enrolled at the language school. For the time being, all that matters to her is that she learns the language and passes the language level required to work as a teacher in Norway.

Patience's qualifications were acknowledged by NOKUT, but she still needs to work on her language.

The passion beyond the profession

The influence of the family does make a difference. The majority of respondents selected teaching as a profession because of their family ties. It runs in their family, with grandparents, parents, uncles and aunts, cousins, and friends all having it. According to Lankard (2005), family influence is a key factor in preparing youngsters for professions as employees. Interactions with one's family shape a lot of a young person's attitudes about employment and careers. Their professional planning and decision-making are built on the foundation of their family history. Aside from that, the teacher responders claimed that molding the minds of children is their passion.

Teachers play an important role in education, particularly in the lives of the students they instruct in the classroom. A teacher is defined by his or her capacity to teach students and has a good influence on them. In general, a teacher's function in education extends beyond instruction. In today's environment, teaching takes on many forms, and a teacher must act as an external parent, counselor, mentor, role model, and so on (Exceed College, 2021). Having the heart to help students build a bright future is necessary yet difficult to come by. Although one of the respondents confesses that teaching is not her first choice of profession, two of them agree that it is one of the most cost-effective careers in the Philippines, which pushed them to pursue it.

7.2.2 Educational gap

In order to gain more educational units in Norway, the majority of responders need to study. To be recognized as a teacher, eight of them had to re-study. The educational gap makes it harder for teachers to build professions in Norway, and hence would be regarded as a negative factor in the pull headings. One of the responders claims that her bachelor's degree from the Philippines is equivalent to a Norwegian high school diploma. Norway's educational requirements differ from those in the Philippines. The conditions for being recognized as a teacher are familiar to all of the responders. The NOKUT and Utdanningdirektoret are in charge of evaluation and recognition issues. A certification from NOKUT showing one's education will be requested by a school in

Norway, especially for candidates from outside the nation. Furthermore, having a lot of training and qualifications from one's home nation is advantageous. This is one of the main concerns of teacher immigrants, and it is one of the reasons why they are unable to teach in Norway.

Nursing, engineering, medicine, and other fields are no exception. NOKUT should evaluate a person's education in order to aid the "saksbehandlere," or those in charge of your case throughout the admissions procedure. At least 120-180 credits should be the assessment aim. In order to be accepted as equal in the Norwegian school system, a year or two of the Filipino degree will most certainly be absent. As a result, Filipino professions are not recognized in Norway (Nielsen, 2017). Only two of the respondents met the educational levels of Norway and were able to reach the required points. This is due to the fact that they were able to complete their master's degree in the Philippines. Furthermore, if a person wants to gain more educational units, learning Norwegian is critical to completing their studies at a Norwegian university or college. Currently, high school graduation, at least 2 years of further education in the Philippines from a recognized educational institution, and demonstrated mastery of Norsk (Norwegian language) and English are the entry requirements for Filipinos. These are the prerequisites in general. For some courses, there is an additional requirement (Nielsen, 2017).

The Norwegian Agency for Quality Assurance in Education (NOKUT) is a national resource center for evaluating foreign instruction that offers help and education on the recognition of foreign education. NOKUT has the authority to make formal recognition decisions for foreign academic qualifications obtained from foreign higher education institutions, as well as secondary and post-secondary institutions. The wide acceptance of foreign higher education by NOKUT is primarily for the unregulated labor market, where NOKUT's decisions help businesses comprehend and trust the value of foreign qualifications. Working in Norway does not necessitate formal qualification recognition (Thorud, 2019). If you do not intend to work in a professional field, no formal recognition is required. More criteria are needed for the individuals whose heart's desire is to get back on track and become a teacher again.

The practice of 160 professions, on the other hand, is controlled by law and requires professional recognition before an individual can practice the discipline. Nurses, educators, welders, and electricians are just a few examples. There are 16 recognized authority for professional skills provide professional recognition/authorization for these professions. As the Norwegian support center for the EU Professional Qualifications Directive, NOKUT informs professionals on the directive, Norwegian legislation, and regulated professions (Thorud, 2019).

A brief history of Philippine education helps explain the absence of certifications and educational units among the country's teachers. The Philippines' education system was fashioned after those of Spain and the United States, which had colonized and dominated the country for over three centuries. The country's educational system, on the other hand, has been improving steadily since independence. Senator Benigno Aquino III eventually expressed his desire to establish the Kinder to 12 basic education cycle (K-12) in 2010, bringing the total number of years of compulsory education to thirteen. He believes that this will "provide everyone an equal opportunity to develop" and "offer quality education and prosperous jobs." For years, the Philippines has needed education reform. The Philippines was one of only three nations in the world that did not implement the K-12 program prior to the 2013 implementation year. Djibouti and Angola, the other two, have a 10-year basic education cycle. The majority of countries have a 12-year basic education cycle (CHED, 2022). The K-12 program began gradually in 2013, and the Philippines received its first cohort of K-12 graduates in March 2018. Before the 2018 school year, graduates of four-year courses in the Philippines lacked two years of experience comparable to a high school diploma in other nations. As a result, instead of teaching in Norway, the informants work in a variety of sectors, which will be discussed further in the following sections.

Climate

The climate in one location is one aspect of culture. Because each location has a unique climate, it is classified as neutral under the pull factor headings. It's worth noting that four of the respondents highlighted Norway's climate, which is much different from that of the Philippines. The Philippines, being part of Southeast Asia, is noted for its tropical climate. It's no surprise that most

Filipinos who moved here struggled to acclimate to the Norwegian climate. Four of them say it's difficult at first to acclimate to the weather, but they eventually get used to it.

Norway's outstanding nature is diverse, according to the Norwegian Directorate for Higher Education and Skills (2022), Norway is forested hills in the south-east and majestic fjords and glaciers in the west and north. In the summer, the midnight sun can be seen in northern Norway. Summer is nothing more than a series of endless days and evenings that never end. The sun never rises beyond the horizon in the winter, while the Northern Lights occasionally brighten the sky. This helps to explain why Norway is a colder place.

When traveling abroad, it is critical to understand how to acclimate to the local environment, as this can lead to sickness or illness. Observing adequate clothing is one of the ways that a person can employ to cope with the weather. There is no bad weather, only bad attire, as the Norwegian proverb goes. In addition, a warm drink or the use of socks and wool clothing materials can help a person acclimate to the chilly climate.

Future aspirations

The majority of those polled still want to be teachers in Norway. But it's worth noting that two of them are considering pursuing a different career path, namely, becoming a nurse in Norway. Nursing or working as a health care provider is also a popular field among certain immigrants in Norway, but language is still a barrier to entry. The interviewees' common denominator is that they still expect to have a stable professional career in Norway, despite the fact that some of them may no longer be teachers.

The responders hope to one day become well-known teachers in the country of Norway. No matter how old you are, dreams are necessary. It covers your objectives and provides purpose and direction to your existence. It influences your life choices, assists you in planning for the future, and provides you with a sense of power and optimism. They wish that one day they could return to the original road they were on. To assist their own family and to offer that assistance to others. All of these ambitions begin with the desire to complete their education. They still see themselves

as professionals in this alien place, and they want to carry the grandeur of being so-called professionals back with them.

Despite their struggles with their current situation, respondents cling to the hope of becoming more cheerful. They can better control their stress and improve their mental health by thinking positively. Going abroad also entails facing the idea that things will be difficult, especially because you will be in a country that is not your own. Positive thinking is often associated with optimism and is an essential component of effective stress management.

Aspiration can also be considered as overall life goals that can assist provide meaning and direction, as Cherry (2021) says. Being in a strange nation presents challenges to the teacher informants, yet something motivates them to persevere and work hard. Some people have simple ambitions that are focused on achieving goals that are relatively simple to accomplish. Others have lofty goals and are capable of achieving things that most people can only dream of. These long-term personal goals can assist a person in making life decisions and engaging in particular behaviors that can lead to the achievement of life objectives. It can also help you feel more motivated and inspired if you have a vision for the future.

7.3 Intervening obstacles

The third heading, the intermediate impediments, is regarded the most essential in Lee's (1966) theory. There are a number of hurdles along the way, some of which are trivial in certain circumstances but insurmountable in others. Physical barriers might be erected, or movement can be restricted by immigration restrictions. The laws of Norwegian immigration were cited as one of the prominent intervening difficulties in this study. According to the authors Gurieva & Dzhioev (2015), intermediate factors increase with increasing distance between areas and can operate as migratory flow limiters. These factors include transportation expenses, legal movement restrictions, and the availability of information about the supposed arrival region.

Fortunately, the education that instructors carry with them when they travel to another country allows them to enter Norway's kingdom. Three of the respondents were married in a Norwegian

that leads them to migrate. The remaining responders, on the other hand, received their education and professional experience at home. Teachers were able to come here as a result of this, despite the fact that Norwegian immigration is highly severe about their qualifications and criteria for immigrants.

7.3.1 Restrictive immigration laws

The stringent immigration restrictions were mentioned as intervening impediments in my empirical findings. One of the reasons they were able to be permitted to travel to Norway was because of the teacher's schooling in the Philippines. According to the UDI regulations (2021) memo of visa practice (PN 2012-005-PN 2012-008), if a person does not have a consistent income from their country of origin, notably the Philippines, it is more likely that they will opt to live in another nation, such as Norway.

Teachers, on the other hand, have a better chance of getting a visa because they have demonstrated their professional experience and have degrees from their native country. If a person works at a private or public school in the Philippines, they are more likely to have a consistent income. This is especially true for teachers. If a person has had an education in his or her home country, there is a better likelihood that his or her visa application will be approved because it assures the immigration office that the person will be able to return home and work when his or her Norway visa expires.

It is tough to obtain a visa to migrate to Norway due to the tight laws and regulations. For example, if you are a student who has been given a three-year student visa, you must show proof of financial support. According to UDI (2021), expenses such as board and accommodation, food, transportation, and so on will total NOK 126, 357 or 707, 599.20 pesos for the entire year. That is not included in the visa application fee, which is NOK 5,900 or 32, 945 pesos, depending on the exchange rate. A student's visa should be renewed every year until he or she completes his or her studies, and he or she should also present all of the necessary paperwork to continue living in Norway.

7.4 Personal factors

The fourth and final categories is personal aspects. I will use Xiangjing (2009)'s study, which I believe is relevant to my research. Personal characteristics, according to his research, include the migrant's age, sex, education, occupation, and income. Individual perceptions of these elements, rather than the real circumstances linked with the location of origin and/or destination, determine the actual act of migration (Faridi, 2018). For example, a person with a high level of education has a better chance of landing a job. This is the polar opposite of the respondents' current situation.

Nielsen (2017) says that if you want to be a teacher in Norway, you should first learn the language, get higher grades in your Norwegian language test than in other courses, and complete the math and science criteria. As a result, even if you are highly competent and educated, landing a job in the same profession as you were expressly taught back home is not guaranteed unless you know the language and match the country's standards in a country like Norway. This leads to the next scenario, which the teachers are currently experiencing while in Norway.

7.4.1 The two markets

I wish to connect some of the realistic instances in this study to American economist Michael Piore's seminal work on the dual labor market theory. The economy is divided into two parts, according to Piore (1979), a capital-intensive primary market reserved for natives and a labor-intensive secondary market. The secondary market includes the Filipino teacher respondents who now live in Norway. The primary market is characterized by higher-skilled and hence higher-paid and higher-quality jobs, whereas the secondary market is characterized by low-skilled and poorly compensated jobs that local workers shun due to lower wages and lower status (Piore, 1979). Four of the respondents work in the cleaning sector, three work in the shop, one works in housekeeping, and two work as au pairs. Physical exertion is a requirement for all these vocations.

White collar jobs, such as manager and lawyer, are an example of jobs in the main sector. Clerks and secretaries are the pink collar workers. Miners and mechanics are among the blue-collar workers. Waiters, taxi drivers, and cleaners are examples of secondary sector or 3-D jobs. Migrants work in the secondary sector, which is regarded dirty, dangerous, and difficult, (3-D). Although it

is hard to accept, this is the reality for Filipino professionals in Norway right now. According to Siar (2013), economic growth results in a demand for more workers, which is first met by the local labor force. Because natives prefer to work in the main market, there is a labor shortage in the secondary market. As a result, migrant workers are used to fill the secondary market. Because they don't speak Norwegian, the respondents had to accept employment that were accessible to them, as they stated repeatedly during the interview.

Migrants who are willing to assume less skilled and lower paying professions, even if they are more highly skilled, regard their situation as temporary, according to Piore (1979). They envision themselves returning home when they have met their financial goals, such as saving for the future, paying off debts, or sending their children to school. In light of the findings of the study, the majority of the teachers intended to continue their education in Norway rather than return to the Philippines. That is evident in their future intentions, despite the fact that two of them intended to change careers.

According to Piore (1979), if they do not stay temporarily and take in their family members, a problem occurs. Although it is unclear what type of visa the respondents have, the author claims that some of the respondents, particularly those who are married to a Filipino partner, experience what the author claims. They struggled in Norway alongside their family members, with their wife and child(ren) accompanying them. This relates to Lee's (1966) concept, in which he stated that not all persons who move do so voluntarily. Children must be accompanied by their parents, and spouses must accompany their husbands, even though it breaks their hearts to be so far away from home.

They seek for economic progress because they perceive the host country as their new home, putting them in competition for jobs on the primary market. When they gain skills and education in the host nation, or when their children grow up and earn an education, they compete for jobs with local workers (Piore, 1979). This reveals what the teachers are up to right now and in the future. They have no intention of remaining in the secondary sector after they have acquired the necessary skills and knowledge to compete in the primary sector.

Deskilling

Deskilling is a clear picture of what happened to the teacher responders in this study. The bulk of Filipino professionals who migrate are doctors, engineers, teachers, and information-technology specialists. Young settlers are landing employment that are low-skilled in comparison to what they accomplished in their home country as a result of this movement, and this is more typical in the manufacturing or service industries, where high-demand occupations are accessible (Asis and Battistella, 2013). Even if young Filipinos migrate abroad, their career prospects are unlikely to improve when compared to those in the domestic labor market. Filipino professionals do not receive positions that are suitable for the courses they attended in their own country, resulting in brain waste or deskilling. Nortvedt, Lohne, & Dahl (2019) and Gotehus (2021) support the deskilling problems of professionals particularly in the health industry when they first come to Norway. Nurses must go through hardships to be recognized as full pledge health workers.

Deskilling happens when migrants are willing to accept lower-paying, lower-status positions on the secondary market (Piore, 1979). Migrants lose access to the professions they practiced before migrating if their foreign educational degrees are not recognized by the supervisory authorities of the host country (Gotehus, 2021). Deskilling is the process of foreign workers filling occupations that do not match their skills and experience. Deskilling, on the other hand, can arise as a result of broader racial and ethnic considerations, such as migrant workers being expected to choose employment that do not utilize their resources and abilities in the same manner as non-migrant employees do. Power and knowledge are inextricably linked, and migrants who fail to recognize their prior education and experience are disempowered (Gotehus, 2021). This author's claim validates the instructors' condition. One of them is currently employed as a renhold in a school. He can't help but feel inferior and despise himself because he used to teach in the classroom but now he has to clean it. Respondents' current jobs are very different from teaching, and their teaching skills appear to be fading away.

Meanwhile, the Philippine government encourages migration because remittances sent home aid in the country's economic development (Asis, 2017). In 2014, personal remittances from overseas

Filipino workers accounted for around 8.5 percent of GDP (The Central Bank of the Philippines, 2015). Because of the country's rapidly rising population and high unemployment rate, the government encouraged individuals to travel abroad. Although the teachers in this case are employed in the Philippines, this has no bearing on the outcome. Working outside of the country allows them to support their loved ones who remain in the country. Furthermore, remittances sent home by Overseas Filipino Workers have the ability to aid the Philippine economy (OECD, 2017).

Third-country nationals who are skilled workers but require extensive education or practical training in order to obtain the necessary recognition of their qualifications in Norway may be granted a two-year residence permit to complete the Norwegian requirements for authorization to work in a regulated job (Thorud, 2019). However, if an immigrant, such as the majority of Filipino teacher responders, wanted to take advantage of the two-year residence visa to complete all of the essential prerequisites for recognition, he or she would have to work hard. Not to add the pressure to complete everything before the permit expires, the extremely expensive Norwegian language course each semester, the extremely high language requirement, and the tens of thousands of kroner in proof of funding, among other things.

8 Summary and Conclusion

This chapter presents the summary and conclusion of the study based on the data gathered and presented in this study.

This involved the following questions:

1. What are the experiences of Filipino teachers that affect their career growth here in Norway?
2. How do the Filipino teachers cope up with the educational system challenges?
3. To what extent do the Filipino teachers be able to utilize the education they gained back in the Philippines?

This phenomenological study utilizes the chain sampling method in identifying cases of interest from people and it also involves primary data sources nominating other potential data sources. The study focused on the real-life experiences of the teacher immigrants in Norway. Participants were teachers in their home country Philippines but was not able to teach here anymore. Nine of them were female and one male. They are chosen to become respondents regardless of gender, the kind of visa they obtained, their length of stay, and their age. Four of the informants were married to Norwegian men, Norwegian men, two of them were Au Pairs and are single, one Bible school student also single, and three of them were married to a Filipino too.

In terms of education, two of them finished their master's degree, the other one is in a second course in which her first course was in Psychology and after graduating, earned units in education to become a teacher. The rest of the respondents completed their bachelor's degree in education. They were also asked as to what level of learners they used to teach back home. Five of them used to teach primary level, four taught secondary level and one is at the university level.

This study is anchored to the Everette Lee's (1966) push and pull factor theory of migration and Michael Piore's (1979) dual labor theory. Through these theories, it helps the researcher to clearly scrutinize every detail of the study and discover what are the experiences, coping mechanisms, and

the extent of educational utilization of the once called “teachers” back in their home country the Philippines.

The teachers have different experiences, but the common denominator was they struggled on learning the Norwegian language and need to earn more educational units and study for them to become a recognized teacher here in Norway. It is mainly the good economic background the migrating country has to offer that is the main reason that prompted them to come to Norway. This is supported by Lee’s theory of push and pull factors of migration. Due to the pressure of being a full-time teacher in the Philippines, overcrowded classrooms, and full workload but with low compensation, the teacher respondents were mesmerized to come to Norway. The second is that most of the teacher respondents have families residing here in Norway. Third, majority of the respondents wanted to experience new culture and environment.

Because the teachers are now living in Norway, they make the best of what the opportunity has offered to them. Although they are not recognized teacher here, they were flexible to face the challenges they are facing. It is important to note that the form of language commonly use in learning Norwegian language is Bokmål. This factor adds struggle to the respondents specially those who are living in different regions, the people around them specifically the children that is the prospect to be the teacher's main clientele are using a dialect. The teacher respondents who are learning Bokmål don’t understand most of the words and realize that if she wanted to teach, she needs to be at the place where the majority of the people are going to use Bokmål. If that happens, she needs to leave her family and that would create a different scenario.

In addition, I have deskilling which is what does the teacher respondents experiencing right now. Far from being a teacher and being the one who teaches inside the classroom back in the Philippines, now one of the teachers is the one who is cleaning the classroom. Some of the responders are now working as cleaners, housekeeping, store staff and aupairs. These jobs belong to the secondary job market which is describe by Piore (1979) in his theory of the dual labor market. According to him, secondary market jobs are the one that is neglected by the natives and is given to the immigrants. Piore also added that the problem exists when the immigrants decided to settle

to a foreign country. Although their basic skills do not fit to the physically demanding jobs, the immigrants has no choice but to accept those jobs for them to provide for their families.

Although they are not recognized teachers here in Norway, they still aspire to become one someday. They admitted that having an education back home doesn't help their current situation right now, but through that, some of them were able to be approved with their visas and can communicate to their employers and the people around them through the English language. To cope up with the educational gap and language barriers, the respondents do techniques and strategies. Most of them studies at the universities to learn the language so that afterwards they can enrol to the bachelor course. It is worth to note that two of the respondents planned to take up nursing course soon instead of teaching. Being a health worker in Norway is also considered as an in-demand job. They observed proper time management, being balanced with their studies, being a family man/woman, and being employed. They do self-study, watching news, mingle with the people around them and even forget their leisure time just to focus on their goal. Good thing that their families are always there to support them. Even small gestures of care like cooking for them, making rotations to help their children with the assignments so the respondents can concentrate with their studies are big help for the latter.

Conclusion

Based on this study, it does prove that migration is not an easy journey. You need to deal with everything. It does add the difficulty when it is not certain what kind of job you will land upon reaching the country you look forward to and it has a language that you are not familiar with. As to the teachers who came to Norway having visas different from working visas, having a different language than English, not recognized being as a teacher, is very tough. Aside from the fact that they have their families with them, they need to strive hard with their own for them to settle themselves. In addition, this is another proof that those professionals not just in the teaching field who wanted to come in Norway should be prepared for those struggles. This is the effect of the value of the educational system back home offered, obviously we need to consider the language difference also.

It is true that it is the teachers' willingness that prompted them to come in Norway. Their passion for teaching is rooted on their family ties, and most respondents cannot let go of it. The low moral and self-esteem they endured is such an admiring part with those strong teachers. But as Piore (1979) shared, sooner or later when they will establish themselves it is the receiving country that will benefit from them. I propose that the government will also give assistance to those immigrants not just in the teaching field but as well as to other professions to cater to their needs, particularly in learning the language to establish their careers.

On the other hand, this encourages future researchers to continue further investigations on similar research topics. Also encouraged to use relevant data about the processes, methods, ways, practices, efforts, and concerns to review related factors and issues in relation to the professionals going abroad around the world. This achieves a brighter perspective on the subject under investigation in this study.

References

- Alburo, F., & Abella, D. (2002). *Skilled Labor Migration from Developing Countries: Study on the Philippines*. International Migration Program. International Labor Office, Geneva July 2002.
- Andersen, G. (1990). The Three Policial Economies of the Welfare State. *International Journal of Sociology* Vol. 20, No. 3, *The Study of Welfare State Regimes* (Fall, 1990), pp. 92-123 (32 pages). Published By: Taylor & Francis, Ltd.
- Anderson, B., & Blinder, S. (2019, 5 July). Who Counts as a Migrant? Definitions and their Consequences. The Migration Observatory at the University of Oxford. Retrieved from <https://migrationobservatory.ox.ac.uk/resources/briefings/who-counts-as-a-migrant-definitions-and-their-consequences/>
- Arguelles, C. J. (2019). *Experiences of Filipino Nurses in Migration and Workforce Integration in Norway*. Oslo Metropolitan University.
- Asis MMB (2017). The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return. Migration Information Source. July 12, 2017. <http://www.migrationpolicy.org/article/philippines-beyond-labor-migration-toward-development-and-possibly-return>
- Asis, M.M.B. (2008a), “The Philippines”, *Asian and Pacific Migration Journal* (Special Issue: International Migration Data and Sources in Asia), 17(3-4): pp. 349-378.
- Asis, M.M.B. (2008b), “The social dimensions of international migration in the Philippines: Findings from research”, in Asis, M.M.B. and F. Baggio (eds), *Moving Out, Up and Back: International Migration and Development in the Philippines*, Scalabrini Migration Center, Quezon City.
- Asis, M.M.B. (2006), “The Philippines’ culture of migration”, *Migration Information Source*, 1 January 2006, www.migrationpolicy.org/article/philippines-culture-migration.
- Asis, M.M.B. and G. Battistella (2013), *The Filipino Youth and the Employment-Migration Nexus in the Philippines*, UNICEF-Philippines and Scalabrini Migration Center, Makati City and Quezon City, <https://www.unicef.org/philippines/Filipino-Youth-Employment-Migration-Nexus.pdf>.
- Asis, M.M.B. and G.M. Roma (2010), “Eyes on the prize: Towards a migration and development agenda in the Philippines”, in F Baggio (ed.), *Brick by Brick: Building Cooperation between the Philippines and Migrants’ Association in Italy and Spain*, Scalabrini Migration Center, Quezon City.
- Asis, M.M.B., J.V. Tigno and G. Ducanes (2014), “Migration, development and public policy: In search of links”, report submitted to the OECD Development Centre. Battistella, G. and K.A.S. Liao (2013), *Youth Migration from the Philippines: Brain*
- Bakewell, O. (2010). Some Reflections on Structure and Agency in Migration Theory. *Journal of Ethnic and Migration Studies*. Published by Taylor & Francis (Routledge)
- Bartlett, L. (2014). *Migrant Teachers: How American Schools Import Labor*. Harvard University Press. <https://doi.org/10.4159/harvard.9780674726345>
- Battistella, G. & Liao, K. (2013). *Youth Migration from the Philippines: Brain Drain and Brain Waste*. UNICEF Philippines and Scalabrini Migration Center.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. The Qualitative Report,

- 13(4), 544-556.
- Becker, G. (1975). *Human Capital. 2nd Ed., Chap. 2* (New York: Columbia University Press, 1975).
- Bense, K. (2016). Educational Research Review. *International teacher mobility and migration: A review and synthesis of the current empirical research and literature*. Elsevier Publication, 17, 37-49. <https://doi.org/10.1016/j.edurev.2015.12.001>
- Bilbao, R. T. (2015) *Teaching Moms: Their Stories to Tell*. Retrieved April 23, 2020 from University of Mindanao, Arellano St. Tagum City.
- Bikova, M. (2016) 'The Egalitarian Heart. Glocal Care Chains in the Filipino Au Pair Migration to Norway', PhD thesis, University of Bergen, Bergen.
- Bloor, M., Frankland, J., Thomas, M. and Robson, K. (2001). *Focus Groups in Social Research*. London: Sage.
- Bolter, J. (2019). Who is Immigrant? Retrieved April 18, 2020 from <https://www.migrationpolicy.org/content/explainer-who-immigrant-17.04.2020>
- Boyatzis, R. F. (1998). *Transforming Qualitative Information Thematic Analysis and Code Development*. Sage Publication.
- Boyd, M., Grieco, E. (2003). *Women and Migration: Incorporating Gender into International Migration Theory*. Migration Information Source. Migration Policy Institute.
- Brady M. M. (2016). *Asker, Norway Norway-Usa In Contrast: A Brief Look At Two Education Systems*. Published October 20, 2016 · Updated October 18, 2016
- Brochmann & Kjeldstadli. (2008). *The Norwegian History of Immigration*. Open Society Foundations.
- Brzozowski, J. (2022). *Economics of International Migration 2*. Cracow University of Economics. Retrieved from <https://slidetodoc.com/economics-of-international-migration-2-jan-brzozowski-ph/>
- Calaby, L. (2020, 22 June). *Teacher job description*. The totaljobs groups. Retrieved from <https://www.totaljobs.com/advice/teacher-job-description>
- Castelli, F. (2018). *Drivers of migration: why do people move?* Journal of Travel Medicine, Volume 25, Issue 1, 2018, tay040, <https://doi.org/10.1093/jtm/tay040>
- CHED. (2022). *CHED K to 12 Transition Program*. Retrieved from <https://ched.gov.ph/k-12-project-management-unit/#:~:text=Education%20reform%20has%20been%20in,12%2Dyear%20basic%20education%20cycle.>
- Cherry, K. (2021, 21 September). *What Are Aspirations?* Retrieved from <https://www.verywellmind.com/what-are-aspirations-5200942>
- Cohen, D., Crabtree, B. (2006). "*Qualitative Research Guidelines Project*". Retrieved from <http://www.qualres.org/HomeSnow-3816.html>
- Corbin, J. & Strauss, A. (2014). *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. Fourth Edition, December 2014. SAGE Publications
- Creswell, J.W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 77-97)
- Creswell, J., & Tashakorri, A. (2007). *Journal of Mixed Methods Research. Editorial: Differing Perspectives on Mixed Methods Research*. Sage Publication, 1(4). <https://doi.org/10.1177/155868980730613>
- Czaika, M, and de Haas, H. (2013). *The Effectiveness of Immigration Policies*. *Population and*

- Development Review*, 39(3), 487–508.
- De Haas, H. (2007). *Migration and Development: A Theoretical Perspective*, Bielefeld: COMCAD, 2007 (Working Papers – Center on Migration, Citizenship and Development; 29)
- De Haas, H., Castles, S., & Miller, M. (2020). *The Age of Migration: International Population Movements in the Modern World*. Guilford Publications, 2020-01-01
- Dervin, F., Paatela-Nieminen, M., Kuoppala, K., & Riitaoja, A.-L. (2012). Multicultural Education in Finland: Renewed Intercultural Competences to the Rescue?. *International Journal of Multicultural Education*, 14(3). <https://doi.org/10.18251/ijme.v14i3.564>
- Earle, V. (2010). Phenomenology as research method or substantive metaphysics? An overview of phenomenology's uses in nursing. *Nursing Philosophy*, 11, 286-296.
- Economics ILP (2014). Economics ILP: Unemployment In the Philippines. Retrieved from <http://econsilp2014.weebly.com/>
- ECMI/AOS-Manila, SMC and OWWA (2004), *Hearts Apart: Migration in the Eyes of Filipino Children*, Episcopal Commission for the Pastoral Care of Migrants and Itinerant People-CBCP/Apostleship of the Sea-Manila, Scalabrini Migration Center and Overseas Workers Welfare Administration, Quezon City.
- Eisenhardt, K. M. (1991). Better stories and better constructs: The case for rigor and comparative logic. *The Academy of Management Review*, 16(3), 620-627.
- European Commission. (2022). Initial education for teachers working in early childhood and school education Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/norway/initial-education-teachers-working-early-childhood-and-school-education_en
- Eurydia. (2020). *The European Encyclopedia on National Education Systems*. Published by Eurydice Network, a pan-European educational resource since 1980. Retrieved May 1, 2020.
- Exceed College. (2021). The Role of Teachers in Education. Retrieved from <https://exceedcollege.com/blog/the-role-of-teachers-in-education/>
- Falk, C. (2015). *Education, Globalization and the State in the Age of Terrorism*. Education and War. Primary Constituents of the Contemporary World-System (1st ed.). Taylor & Francis Group.
- Faridi, R. (2018, 5 April). Migration Theories : Lee's Push Pull Theory. Retrieved from <https://rashidfaridi.com/2018/04/05/migration-theories-lees-push-pull-theory/>
- Find University. (2022a). Bachelor of Elementary Education in the Philippines. Retrieved from <https://www.finduniversity.ph/majors/bachelor-in-elementary-education-philippines/>
- Find University. (2022b). Bachelor of Secondary Education in the Philippines. Retrieved from [https://www.finduniversity.ph/majors/bachelor-in-secondary-education-philippines/#:~:text=To%20become%20a%20Licensed%20teacher,Professional%20Regulations%20Commission%20\(PRC\).](https://www.finduniversity.ph/majors/bachelor-in-secondary-education-philippines/#:~:text=To%20become%20a%20Licensed%20teacher,Professional%20Regulations%20Commission%20(PRC).)
- Finlay, L. (2009). Exploring lived experience: Principles and practice of phenomenological research. *International Journal of Therapy and Rehabilitation*, 16(9), 474-481.
- Flyvbjerg, B. (2006). *Five Misunderstandings About Case-Study Research*. *Qualitative Inquiry*. Volume 12 Number 2, April 2006 219-245. 2006 Sage Publications 10.1177/1077800405284363

- Fuhlert, H.B. (2020). *A Comprehensive Guide About the Education System and International Schools*. Germany April 28, 2020 Retrieved from <https://www.internations.org/go/moving-to-norway/education>
- Giannoccolo, P. (2004). *The Brain Drain: a Survey of the Literature*. Bologna: University of Bologna.
- Glavin, C. (2012). *History of Education in the Philippines*. K12 Academics. Retrieved from <https://www.k12academics.com/>
- Gotehus, A. (2021). Agency in deskilling: Filipino nurses' experiences in the Norwegian health care sector. *Norwegian Social Research Institute NOVA, Centre for Welfare and Labor Research, Oslo Metropolitan University, Oslo, Norway. Elsevier Ltd Publishing*
- Guignon, C. (2012). Becoming a person: Hermeneutic phenomenology's contribution. *New Ideas in Psychology*, 30, 97-106.
- Gurieva, L., & Dzhioev, A. (2015a). Economic Theories of Labor Migration. *Mediterranean Journal of Social Sciences, MCSEER Publishing, Rome-Italy*
- Gurieva, L., Dzhioev, A., (2015b). Economic Theories of Labor Migration. *North Ossetian State University after K.L. Khetagurov, Russian Federation*
- Hammond, L., Wei, R., & Andree, A. (2010). How High-Achieving Countries Develop Great Teachers. Stanford Center for Opportunity Policy in Education ~ Research Brief
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York.
- Hawkins, M.E., 2013. *A precarious journey: experiences of nurses from the Philippines seeking RN licensure and employment in Canada*. Doctoral dissertation. University of British Columbia, Vancouver.
- Hoang, L. (2011). Gender Identity and Agency in Migration Decision-Making: Evidence from Vietnam. *Journal of Ethnic and Migration Studies*. Published by Taylor & Francis (Routledge). Retrieved from <https://doi.org/10.1080/1369183X.2011.623618>
- Indeed. (2020). What is competitive pay? Retrieved from <https://www.indeed.com/hire/c/info/what-is-competitive-pay#:~:text=A%20competitive%20pay%20rate%20can,and%20an%20overall%20positive%20vibe>
- Kendra, C. (2019). *Sociocultural Theory of Cognitive Development*. Retrieved from <https://www.verywellmind.com/what-is-sociocultural-theory-2795088>
- Krueger, R. A. (2002). *Designing and Conducting Focus Group Interviews*. University of Minnesota 1954 Buford Ave. St. Paul, MN 55108
- Korzeniewska, L., Erdal, M.B., 2021. *Deskilling unpacked: Comparing Filipino and Polish migrant nurses' professional experiences in Norway*. *Migration Studies* 9 (1), 1–20. <https://doi.org/10.1093/migration/mnz053>.
- Korzeniewska, L., & Erdal, M.B. (2019). Deskilling unpacked: Comparing Filipino and Polish migrant nurses' professional experiences in Norway. Peace Research Institute
- Landmark, E. (2021). Rules and regulations for Norwegian language and Society. Oslo VO Servicesenter. Retrieved from <https://felles.oslovo.no/en/norwegian-language-courses/norwegian-language-courses/rules-and-regulations-for-norwegian-language-and-society/>

- Lankard, B. (2005). Family Role in Career Development. ERIC Digest No. 164. Retrieved from <https://www.ericdigests.org/1996-3/family.htm>
- Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods*, 2(3), 1-29.
- Lee, E. (1966). A Theory of Migration Demography , 1966, Vol. 3, No. 1 (1966), pp. 47-57. Springer on behalf of the Population Association of America Stable. Retrieved from <https://www.jstor.org/stable/2060063>
- Lidgard, J., Gilson, C. (2001). Return Migration of New Zealanders: Shuttle and Circular Migrants. *New Zealand Population Review* 28(1), 99-128. Copyright © 2002 Population Association of New Zealand
- Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications
- Llego, M. A. (2022). FAQs on Working Hours of Public School Teachers. Retrieved from [https://www.teacherph.com/faqs-on-working-hours-of-public-school-teachers/#:~:text=What%20is%20the%20mandated%20WORKING,schedule%20\(Cited%20from%20Section%201](https://www.teacherph.com/faqs-on-working-hours-of-public-school-teachers/#:~:text=What%20is%20the%20mandated%20WORKING,schedule%20(Cited%20from%20Section%201)
- Lu, J. (2014). Analysis of Brain Drain in the Philippines: The Case of Professionals. *International Journal of Sociology Study* Volume 2, 2014
- Lui, N. (2022). The Relationship Between Language and Culture Explained. Retrieved from <https://www.fluentu.com/blog/language-and-culture/>
- Maas, J., Schoch, S., Scholz, U., Rackow, P., Schuler, J., Wegner, M., Keller, R., (2021, 11 March). Teachers' perceived time pressure, emotional exhaustion and the role of social support from the school principal. Retrieved from <https://link.springer.com/article/10.1007/s11218-020-09605-8>
- Macha W, Mackie C, and Magaziner J, (2018). *Education in the Philippines*. World Education Services.
- McKernan, S.M. & Ratcliffe, C. (2002). *Transition Events In The Dynamics Of Poverty*. The Urban Institute 2100 M Street, N.W. / Washington D.C. 20037
- Ministry of Health Singapore. (2022). Building a Supportive Network of Family and Friends. Retrieved from <https://www.healthhub.sg/live-healthy/448/buildingasupportivenetwork#:~:text=It%20is%20important%20to%20surround,increase%20our%20mental%20well%2Dbeing>.
- Modesto, O. (2020). A phenomenological study of Filipino immigrant teachers in South Texas. *The qualitative Report 2020* Volume 25, Number 8, Article 17, 3149-3162.
- Montemayor, M. (2018, 19 March). Class-size affects students' learning : DepEd. Republic of the Philippines News Agency. Retrieved from <https://www.pna.gov.ph/articles/1029281#:~:text=For%20School%20Year%20E2%80%8E2017,ratio%20before%20is%201%3A45>
- Moore, M. (2022). Norway. *Web Solutions LLC. and its Licensors*. Retrieved from <https://education.stateuniversity.com/pages/1130/Norway-SUMMARY.html>
- Ministry of Education and Research (2018). The Education System. Retrieved from <https://www.regjeringen.no/en/topics/education/school/the-norwegian-education-system/id445118/>
- Ministry of Labour. (2013). *International migration 2012-2013: IMO report for Norway*. Retrieved from <https://www.regjeringen.no/en/tema/utvandring/imo-report-for-norway> Statsministerens Kontor,

https://www.regjeringen.no/globalassets/upload/BLD/Rapporter/2014/IMO_Rapport_2012_2013/Norway_IMO_rapport_2012_2013.pdf

- Musa, S., & Ziatdinov, R. (2012). Features and Historical Aspects of the Philippines Educational System. *European Journal of Contemporary Education*. Eric Publication, v2 n2 p155-176 2012.
- Nation Master. (2022). Geography Stats: compare key data on Norway & Philippines. Retrieved from <https://www.nationmaster.com/country-info/compare/Norway/Philippines/Geography>
- Nortvedt, L., Lohne, V., & Dahl, K. (2019). A courageous journey: Experiences of migrant Philippine nurses in Norway. *J Clin Nurs*. 2019; 29: 468– 479
- Norwegian Ministries. (2019). Immigration and Integration 2018-2019. Retrieved from <https://www.regjeringen.no/contentassets/6a652e6b53594e42ba9aedacc73a68f/immigration-and-integration-2018-2019-report-for-norway.pdf>
- Nowicka, M., 2014. *Migrating skills, skilled migrants and migration skills: The influence of contexts on the validation of migrants skills*. *Migration Letters*, 11(2), 171-186. <https://doi.org/10.33182/ml.v11i2.237>.
- Nielsen, G. (2022). NOKUT. Recognition of teacher qualifications – school and kindergarten. Retrieved from <https://www.nokut.no/en/foreign-education/application-services--foreign-education/recognition-of-teacher-qualifications--school-and-kindergarten/#:~:text=Teacher%20is%20a%20regulated%20profession,without%20recognition%20as%20a%20teacher.>
- Nielsen, M. (2017, 27 July). The ultimate Pinay guide on how to fulfill the language requirements set by Norwegian universities and colleges in less than 2 years. Pinay Odyssey. Retrieved from <https://pinayodyssey.com/2017/07/27/the-ultimate-pinay-guide-on-how-to-fulfill-the-language-requirements-set-by-norwegian-universities-and-colleges-in-less-than-2-years/>
- Norway Statistics. (2016). *Facts about education in Norway*, 2016, January 21, 2016, 32-page 3.2 x 6 in. format booklet, ISBN 978-82-537-9268-6, and PDF, ISBN 978-82-537-9287-3.
- Norwegian Ministry of Education and Research, Norwegian Ministry of Children, Equality, and Social Inclusion, Norwegian Ministry of Justice and Public Security, & Norwegian 62
- Oakes, S. (2021). Qualitative Research in Geography using Coding Analysis. Barcelona Field Centre. Retrieved from <https://geographyfieldwork.com/CodingAnalysis.htm>
- OECD. (2017). “The Philippines' migration landscape”, in *Interrelations between Public Policies, Migration and Development in the Philippines*, OECD Publishing, Paris.
- OECD. (2016). *OECD Economics Surveys: Norway 2016*, OECD Publishing Paris. Retrieved from <http://dx.doi.org/10.1787/eco-surveys-nor-2016-en>
- OECD. (2015). Annual Overview Of State Of Education In The World With Country Comparisons, December 24, 2015, 564-page international standard A4 format (8.3 x 11.7 in.), *Education at a Glance*, 2015, ISBN 978-9264242081, and PDF, ISBN 978-9264242098.
- OECD. (2005). *Teachers Matter: Attracting, Developing And Retaining Effective Teachers* – Isbn-92-64-01802-6 © Oecd 2005 –
- Ogena, N. B. (2004). Chapter 10: Policies on international migration: Philippine issues and challenges. In *International Migration in Southeast Asia* (pp. 296–309). ISEAS - Yusof Ishak Institute. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=28691690&scope=site>

- Pernia, E. (1976), "The Question of the Brain Drain from the Philippines", *International Migration Review*, vol. 10, no. 33, pp. 63-72.
- Piore, M. (1979). *Birds of Passage. Migrant Labor and Industrial Societies*. Cambridge University Press, 1979
- PSA. (2016). "Employment Rate in July 2016 is Estimated at 94.6 Percent", Philippine Statistics Authority, <https://psa.gov.ph/content/employment-rate-july-2016-estimated-946-percent>.
- PSA. (2015). "Statistical tables on overseas Filipino workers (OFW): 2015", Philippine Statistics Authority-National Statistics Office (PSA), <https://psa.gov.ph/content/employment-ratejuly-2016-estimated-946-percent>.
- PSA. (2014a). "Statistical tables on overseas Filipino workers (OFW): 2014", Philippine Statistics Authority-National Statistics Office (PSA). Retrieved from <https://psa.gov.ph/statistics/survey/labor-force/sof-index>.
- PSA. (2014b). "2014 Annual Labor and Employment Status (Comparative Annual Estimates for 2014 and 2013)", Philippine Statistics Authority. Retrieved from <https://psa.gov.ph/content/2014-annual-labor-and-employment-status-comparative-annual-estimates-2014-and-2013>.
- PSA. (2013). "2013 Survey on Overseas Filipinos", Philippine Statistics Authority-National Statistics Office (PSA-NSO). Retrieved from <https://psa.gov.ph/tags/2013-survey-overseas-filipinos>.
- Quejada, A. C. (2017). *Beliefs, Values and Experiences of Filipino Christian Parents in Norway*. University of Stavanger, Norway. June 1, 2017
- Rees, P., Stillwell, J., Boden, P., & Dennett, A. (2009). Part 2: A review of migration statistics literature, in UK Statistics Authority (2009) *Migration Statistics: The Way Ahead?* Report 4, UKSA, London (pp. 53–140).
- Rees, P. (2001). Internal Migration (Rural–Urban): Industrialized Countries. *International Encyclopedia of Social & Behavioral Sciences*, 2001, p.7741-7749
- Salami, B., Meherali, S., Covell, C.L., 2018. *Downward occupational mobility of baccalaureate-prepared, internationally educated nurses to licensed practical nurses*. *Int. Nursing Rev.*, 65(2), 173-181. <https://doi.org/10.1111/inr.12400>.
- Saravia, N. & Miranda, J. (2004). Plumbing the brain drain. *Bulletin of the World Health Organization*, 82(8):559-636.
- Sakson A., 2008, Migracje – fenomen XX and XXI wieku (Migrations – a phenomenon of the 20th and 21st centuries), *Przegląd Zachodni*” no. 2.
- Scalabrini Migration Center. (2013). *Country migration report: The Philippines 2013*. Retrieved from International Organization for Migration, <https://www.iom.int/files/live/sites/iom/files/Country/docs/CMReport-Philippines-2013.pdf>
- Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22, 63-75. <https://doi.org/10.3233/EFI-2004-22201>
- Siar, S. (2013). From Highly Skilled to Low Skilled: Revisiting the Deskilling of Migrant Labor. Philippine Institute for Development Studies. *Surian sa mga Pag-aaral Pangkaunlaran ng Pilipinas*. Discussion paper series no. 2013-30
- Stake, R. (2006). Multiple Case Study Analysis. *The Guilford Press New York* (2), 21.
- Stake, R. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research: 3rd edition* (pp. 443-466). California: Sage Publications.

- Standing, M. (2009). A new critical framework for applying hermeneutic phenomenology. *Nurse Researcher*, 16(4), 20-30.
- Statistisk Central Byrå. (2018). Retrieved April 18, 2020 from <https://www.ssb.no/en/befolkning/artikler-og-publikasjoner/14-per-cent-of-population-are-immigrants>
- Straubhaar, T. (2000). International Mobility of the Highly Skilled: Brain Gain, Brain Drain or Brain Exchange. Hamburgisches Welt-Wirtschafts-Archiv (HWWA)Hamburg Institute of International Economics 2000
- Tan, E. (2009), *Supply Response of Filipino Workers to World Demand*, International Organization for Migration, Makati City.
- The Central Bank of the Philippines (2015). Media Releases [Internet]. 2015. Retrieved from: <http://www.bsp.gov.ph/publications/media.asp?id=3664>.
- The Royal Norwegian Embassy. (2020). Norway- Philippine Relations. Retrieved from <https://www.norway.no/en/philippines/norway-philippines/norway---philippine-relations/>
- Thorud, E. (2019). Immigration and Integration 2018-2019 Report for Norway to the OECD
- The Local News. (2019). How Norway's schools compare to other countries in global ranking. Retrieved from <https://www.thelocal.no/20191204/how-do-norways-pisa-school-results-compare-to-other-countries/>
- The ASEAN Post. 2019. *Philippines needs to improve its education system*. Digital Media Nusantara Sdn Bhd (1211477-D). Retrieved from <https://theaseanpost.com/article/philippines-needs-improve-its-education-system>
- The Norwegian Directorate for Higher Education and Skills. (2022). Study in Norway. Retrieved from <https://www.studyinnorway.no/living-in-norway/why-norway>
- University of Minnesota. (2016). Sociology. Elements of Culture. Retrieved from <https://open.lib.umn.edu/sociology/chapter/3-2-the-elements-of-culture/>
- University of Oslo. (2022). NORA0110 – Elementary Norwegian Level I. Retrieved from <https://www.uio.no/studier/emner/iss/nora/NORA0110/index.html>
- UDI. (2021a). UDI Regulation. Retrieved from <https://www.udiregelverk.no/en/topics/?filter=theme-978%2B>
- UDI. (2021b). Want to apply study permit. Retrieved from <https://www.udi.no/en/want-to-apply/studies/studietillatelse/?c=phl#undefined>
- Utdanningsdirektoratet (Norwegian Directorate for Education and Training). (2020). The agency responsible for developing kindergarten, primary, and secondary education; website selectable in Norwegian or in English. Retrieved May 1, 2020
- Uytico, B.J., & Abadiano, M. (2020). Teachers' Tales: In-depth Exploration on Experiences of Millennial Filipino Teachers Abroad. *Journal of Critical Reviews* (vol. 7). Research gate Publication.
- Vannoni, M. (2014;2015). What are case studies good for? Nesting comparative case study research into the lakatosian research program. *Cross-Cultural Research*, 49(4), 331-357.
- VOX. (2020). The Norwegian Agency for Lifelong Learning, comprehensive website selectable in Norwegian or in English. Retrieved May 1, 2020
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Xiangjing, M. (2009). Analysis of the Push and Pull Factors of Environmental

- Migration in Sanjiangyuan Area in China. Renmin University of China, P.R.China
- Yin, R. K. (1994;2003;2009). Case study research: Design and methods. Thousand Oaks, CA: Sage.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX. National Staff Development Council.
- World Atlas. (2021). Maps of Norway. Retrieved from <https://www.worldatlas.com/maps/norway>.

Appendix

Appendix 1. Consent form

Are you interested in taking part in the research project “Filipino Teacher Immigrants in Norway: The Critical Assessment of Educational Integration”?

This is an inquiry about participation in a research project where the main purpose is to explore the Filipino teachers’ experiences, coping mechanism, and education utilization attained back home and how they were able to practice it here in Norway. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This is a Master’s thesis project that aims to discover as to how relevant is the current educational system of the less developed countries particularly the Philippines and how do professionals fit their attained knowledge and education to the well-developed countries. It will be guided by the following research questions:

- What are the experiences of Filipino teachers that affect their career growth here in Norway?
- How do the Filipino teachers cope-up with the educational system challenges?
- To what extent do the Filipino teachers were able to utilize the education they gained back in the Philippines?

Who is responsible for the research project?

The Oslo Metropolitan University is the institution responsible for the project.

Why are you being asked to participate?

The sample has been selected through a criteria that you finished teaching degree in the Philippines and you are a Filipino that resides here in Norway. The population size is about 12-15 participants. I will be able to gain contact with you through a Filipino group in the social media called Facebook.

What does participation involve for you?

The method that will be utilize in this research project is through one on one interview. It is going to explore teachers experiences, coping mechanism, and education utilization attained back in the Philippines. It will be recorded electronically through sound/ video recording.

If you chose to take part in the project, this will involve that you will answer the interview questions. It will take approx. 30 minutes. The interview includes questions about your teaching experiences, coping mechanism and how were you able to utilize your gained education in the foreign country you live now.

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).

- The Oslo Metropolitan University is the responsible institution for the project. The personal data will be access by the researcher itself and its supervisor.

• I will replace your name through pseudonym. The list of names, family background and respective codes will be stored separately from the rest of the collected data and will observe information security through restricted access.

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

The project is scheduled to end on April 15, 2021. After the end of the project, the personal data, all the audio files, and their transcripts will be deleted after my dissertation has been graded.

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 Oslo Metropolitan University, 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:

- Oslo Metropolitan University, via Cato Christensen by email catoc@oslomet.no.
- NSD – The Norwegian Centre for Research Data AS, by email: personverntjenester@nsd.no or by telephone: +47 55 58 21 17.

Yours sincerely,
Pinky L. Soriano
(Researcher/ Student)

Consent form

I have received and understood information about the project **“Filipino Teacher Immigrants in Norway: The Critical Assessment of Educational Integration”** and have been given the opportunity to ask questions. I give consent:

to participate in a one on one interview

I give consent for my personal data to be processed until the end date of the project, approx. April 15, 2021.

(Signed by participant, date)

Appendix 2: Interview guide

1. What are the experiences of Filipino teachers that affect their career growth here in Norway?
 - 1.1 What are the reasons that prompted you to come here?
 - 1.2 What are the criteria that you need to go through before you are entitled to teach here?
 - 1.3 What are the tough parts to be one of the recognized teachers here?
 - 1.4 What are the biggest differences between the two countries educational system? How this difference affects you?
 - 1.5 What really inspires you about this profession?
 - 1.6 How does foreign country setting affect you as a person?
2. How do the Filipino teachers cope-up with the educational system challenges?
 - 2.1 What are the strategies you engage in coping educational system challenges?
 - 2.2 How do you manage your time in coping this educational system challenges?
 - 2.3 Who help you to cope with the difficulties of educational system differences? In what way they help you?
3. To what extent do the Filipino teachers were able to utilize the education they gained back in the Philippines?
 - 3.1 How did your education back in the Philippines help you to attract working opportunities here in Norway?
 - 3.2 How did your degree in the Philippines helped you improve your chosen field here in Norway?
 - 3.3 How did your degree in the Philippines helped you decide on major life decisions here in Norway?
 - 3.4 What kind of work you are in now? How are you going to describe that kind of work?
 - 3.5 What are your future plans?
 - 3.6 How do you see yourself 10 years from now?

Appendix 3: Participants profile

No.	PSEUDONYM	GENDER	STATUS	DEGREE HOLDER
1	Teacher Charity	Female	Married to a Norwegian	Masters degree holder
2	Teacher Joy	Female	Married to a Filipino	Bachelors in Secondary Education holder
3	Teacher Faith	Male	Married to a Filipino	Bachelors in Elementary Education holder
4	Teacher Peace	Female	Married to a Filipino	Masters degree holder
5	Teacher Generous	Female	Aupair/ Single	Bachelors in Elementary Education holder
6	Teacher Patience	Female	Married to a Norwegian	Bachelors in Secondary Education holder
7	Teacher Chastity	Female	Married to a Norwegian	Bachelors in Secondary Education holder
8	Teacher Kind	Female	Student/ Single	Bachelors in Elementary Education holder
9	Teacher Gentle	Female	Aupair/ Single	Master's degree holder
10	Teacher Goodness	Female	Married to a Norwegian	Bachelors in Elementary Education holder

Appendix 4: Map of Norway the research location



Source: World Atlas, 2021