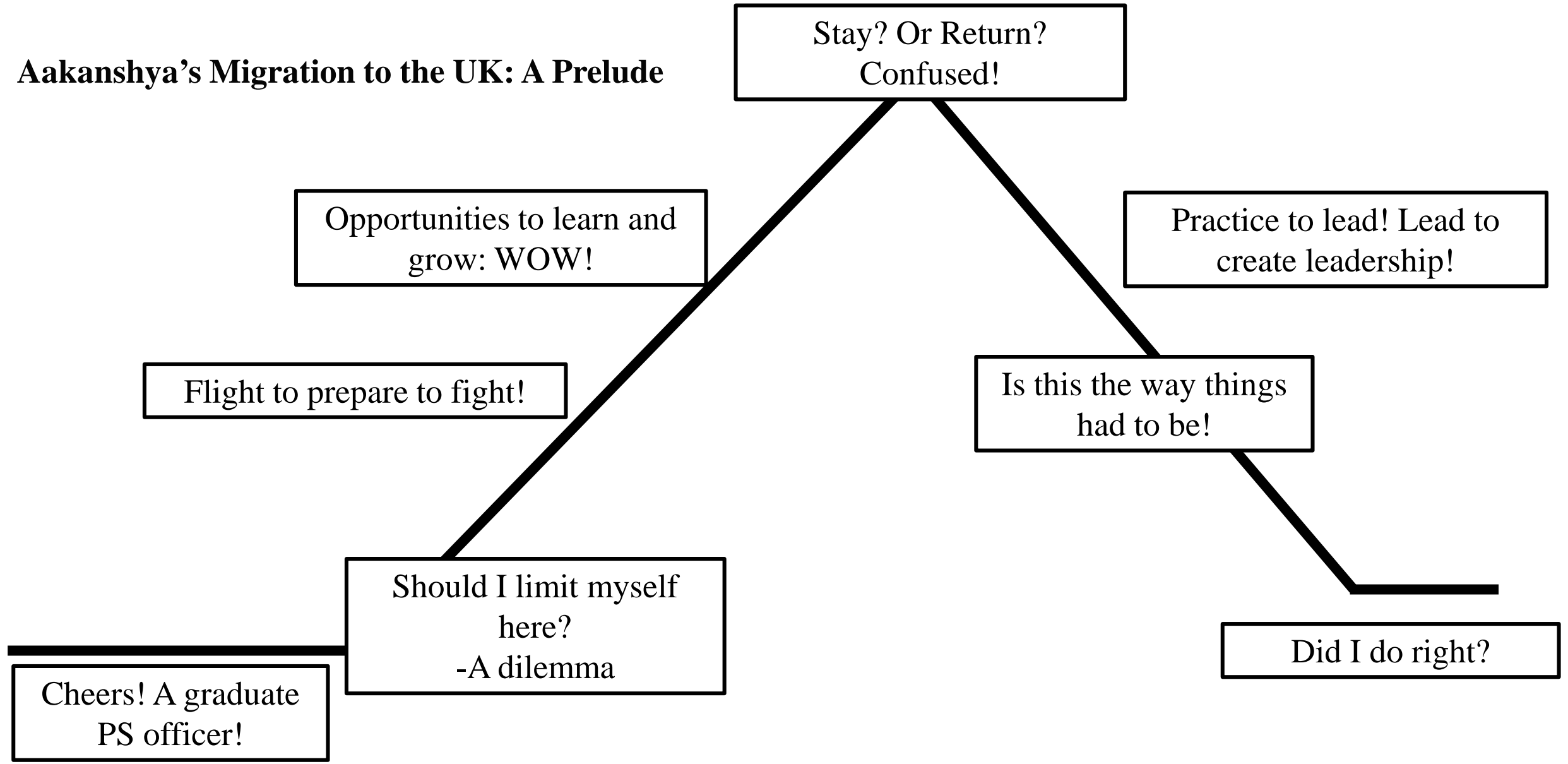


**Nepali Graduates' Motivation to Migrate
Abroad:
A Case of a Public Service Practitioner**

25 February 2024

Migration School, Batch II (Group 2)

Aakanshya's Migration to the UK: A Prelude



(Freytag as cited in Griffith, 2006)

Presentation Outline

- Introduction
 - Purpose of the study
 - Research question
 - Delimitation
- Theoretical Underpinnings
- Method of the Study
 - Philosophical foundation
 - Study method
 - Quality standards
- Meaning Generation, Conclusion & Implication

Nepali Students' Migration Abroad: Trend & Practices

- Students' migration abroad: a global phenomenon
- Global corporate collaborations & transnational networking: an encouragement to student migration (McGill, 2013)

Nepal's Scenario

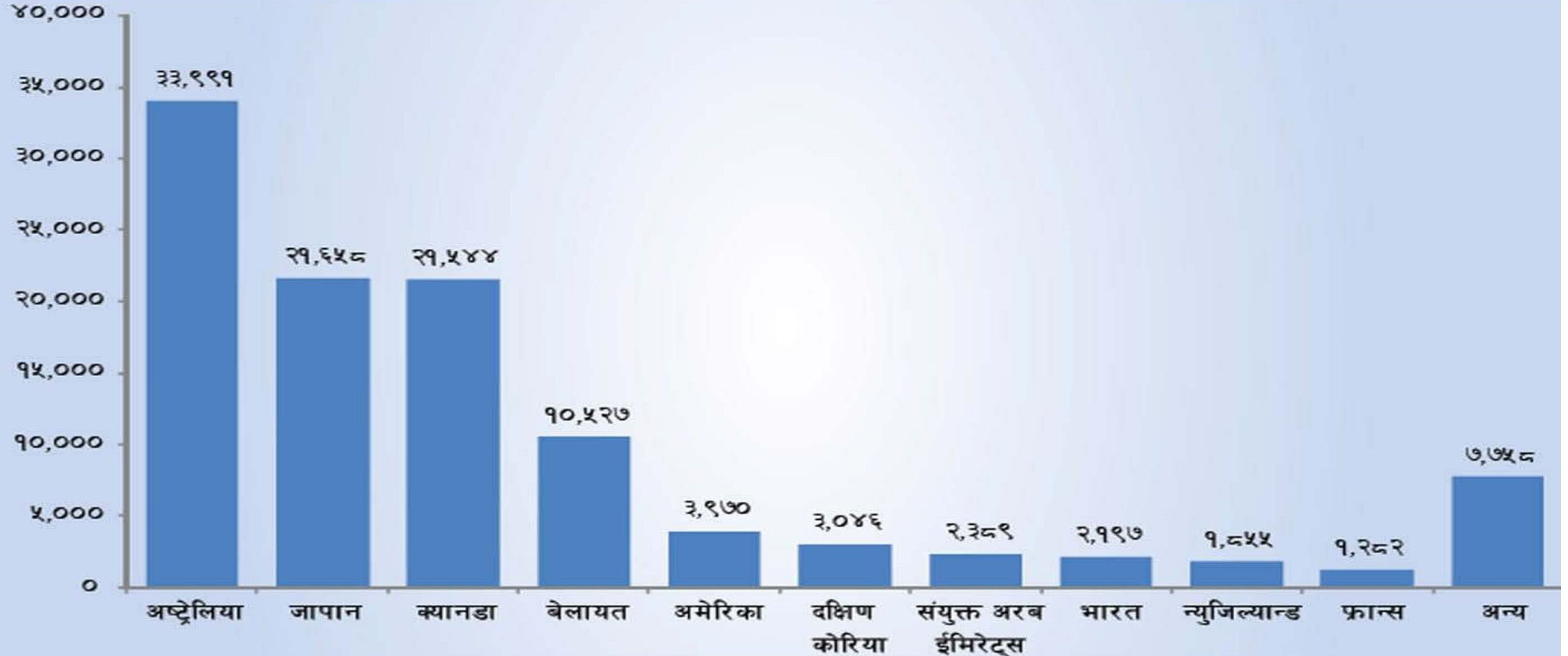
- Student's fly abroad: an emerging discourse
- National Census 2011- 110, 564 students were studying abroad (IOM, 2019)
- Surge in students' outflow, reaching 44, 255 in 2017 (UIS in World Education Services, 2018 as cited in Joshi, 2022)
- 110,000 among 217,000 S.school graduates (2022) took NOC to fly (DoI as cited in Bhusal, 2024 February 23- Personal Communication)

Major Destinations:

- United States (US), Australia, Canada and the United Kingdom (UK) (Tamang & Shrestha, 2021)

Nepali Students' Migration Abroad: Trend & Practices

आ.व. २०७९/८० मा वैदेशिक अध्ययनमा गएका विद्यार्थी सङ्ख्या



स्रोत: शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय ।

Nepali Students' Migration Abroad: Trend & Practices

वैदेशिक अध्ययन अनुमति पत्र र विदेशिएको रकम (रु.अर्बमा)				
आर्थिक वर्ष	वैदेशिक अध्ययन अनुमतिपत्र जारी सङ्ख्या	वैदेशिक अध्ययनको नाममा विदेशिएको रकम	विद्यार्थीले राहदानी सुविधाभाषत लिएको विदेशी मुद्रा*	वैदेशिक अध्ययनमा विदेशिएको कुल विदेशी मुद्रा
२०७०/७१	२८,१२६	१५.१२	२.७६	१७.८८
२०७१/७२	३०,७९७	१७.०७	३.०६	२०.१३
२०७२/७३	३७,१४८	२०.१४	३.९५	२४.०९
२०७३/७४	५०,७९६	३५.०२	५.४०	४०.४२
२०७४/७५	५८,७५८	३८.०९	६.१३	४४.२२
२०७५/७६	६३,४१७	४६.३२	७.१६	५३.४८
२०७६/७७	३३,१९६	२५.८१	३.८६	२९.६७
२०७७/७८	२८,८८३	२४.९६	३.४०	२८.३६
२०७८/७९	१,०२,५०४	६७.७०	१२.३९	८०.०९
२०७९/८०	१,१०,२१७	१००.४२	१४.४०	११४.८२
कुल	५,४३,८४२	३९०.६६	६२.५८	४५३.१७

स्रोत : शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय र नेपाल राष्ट्र बैंक ।

* प्रतिविद्यार्थी औसत अमेरिकी डलर १००० लाई आधार मान्दा ।

Why do Students Migrate?

Pull Factors

- **Opportunities** for quality life and education in host country (UNDP, 2009)
- Host country's **retention strategies** (Weber et al., 2023)
- **Strategies:** educational quality, scholarship opportunities, tuition cost and potential for better employment prospects after graduation (Gutema et al., 2023)

Nepali Students' Motivation

- Handsome earning, boosted academic & social status
- Children living abroad- **social pride**
- Fantasy, excitement & **quest for freedom** (Tamang & Shrestha, 2021)

Push Factors

- Uncertainty of academic pursuit and threat to career catalyzed by-
 - Frequent strikes & disruptions
- Limited prospect for professional exercise (Adhikari, 2023)
- Lack of platform to practice professional linguistic proficiency
- Social stigma and complexities
- Psychological drive to follow migration trend (Joshi, 2022)
- Infrastructural constraint as instigator

Challenges of Migrant Nepali Students

- Challenges of migrant Nepali students- a thoughtful concern

Major challenges

- Issues of cultural adjustments, resulted by-
 - Language barrier, mismatch of cultural values, isolation, discrimination & stereotyping, lack of psycho-social support from peers (Searle & Ward, 1990; Mehdizadeh & Scott, 2005)
- Issues of accommodation, dietary restrictions & financial stress (Wang & Shan, 2006 & Burns, 1991 as cited in Zaka et al., 2014)
- Academic pressure, homesickness
- Emotional vulnerability resulted by over-expectations from family & community (Kumar, n.d.)

Irony:

- No decrease in the number of students migrating!

Efforts to Manage Student Migration

Efforts for Retention

- Inclusive approach to educational and career opportunities (CAS, 2015)
- Scholarship Act 1964, Scholarship Regulation 2003 (<https://lawcommission.gov.np>)
- Educational reforms via SSRP, SSDP & other interventions (MoEST, 2016)
- Expansion of higher educational programs via different universities (Upadhyaya, 2018)
- Progressing internship, work-during-study & post-study work culture (www.kusoed.np)
- Mechanisms to support youth entrepreneurs- (Maharjan, 2018)
 - Youth & Small Entrepreneur Self Employment fund (YSEF)
 - Rural Self Reliance Fund
 - Economic Rehabilitation Fund
 - Women Entrepreneurship Development Fund

Efforts to Ease Mobility

- Coordination with destination country/ies regarding scholarships/ fellowships for aspirant Nepali students (MoFA, 2021)
- Programs like Fulbright Foreign Student Program- USA, MEXT Scholarship- Japan, Erasmus Mundus Scholarship- Europe to ease student migration
- Guidelines like Approval of Abroad Study 2023 to systematize student migration (RSS, 2023)
- ECAN as support system for students migrating abroad (<https://ecan.org.np/>)
- Rising educational consultancies providing enrolment, visa and pre-departure orientation services
- NRNA to assist Nepali students abroad on need (<https://nrna.org/>)
- Financial assistance by financial institutions (esp. banks) for those who aspire to study abroad



Efforts Regarding Returnees

- Population policy 2071 (2013/14) to manage external and internal migration and urbanization
- The Brain Gain Center (MoFA as cited in Joshi, 2022)
- Provision of non-resident citizenship for those who have been living abroad (CAS, 2015) but aspire working back in Nepal
- Promise (Budget Speech FY 2022/23) to enable NRN to invest in secondary security market
- Interventions for re-integration by MOLESS
- Private sectors' acknowledgement of the returnees and competencies they bring back home

Praxis

- Gap pertaining to the motivation of Nepali graduates who study abroad for attainment of esteem and self- fulfilment.

Purpose of the Study

- To explore how Nepali graduates get motivated to study abroad for attainment of esteem and self- fulfilment.

Research Question

- How do Nepali graduates get motivated to study abroad for attainment of esteem and self fulfilment?

Delimitations of the Study

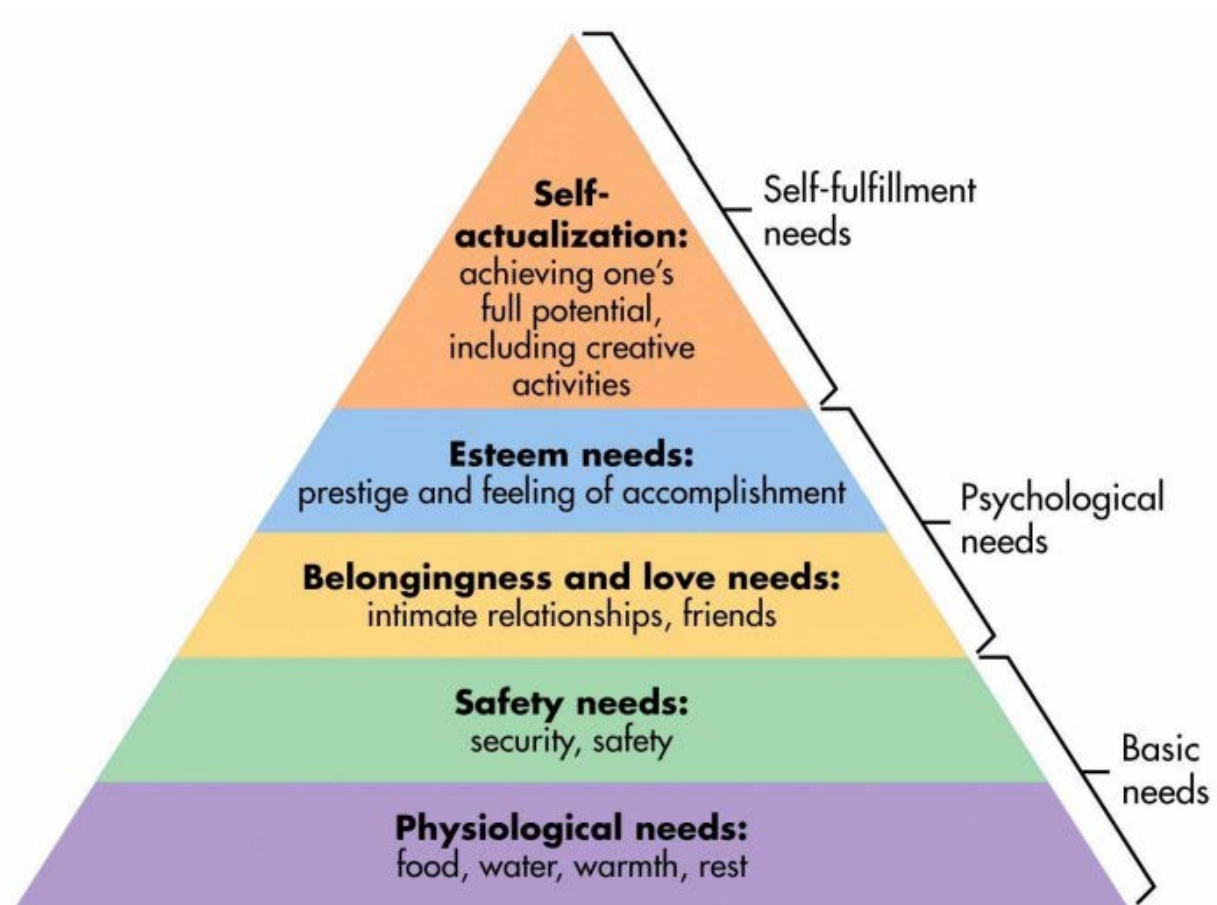
Student Migration- Migration of Nepali graduates

Motivation- Psychological and Self Fulfilment Needs

Psychological Need: Esteem (prestige & feeling of accomplishment)

Method- Interview

Theoretical Underpinnings



(Maslow, 1943 as cited in McLoed, 2018)

Method of the Study

Ontology

- Reality is as per individuals (Scotland, 2012)

Epistemology

- Reality is constructed by experience (Levers, 2013)
- Experience is aligned with a person's worldview (Saldana, 2015)

Axiology

- Value to diverse perspective (Saldana, 2013)

Interpretivism as Study Paradigm

- Reality is socially constructed (Saldana, 2011)
- Wear the person's lens to see his/her world

Interview as Study Method

- Beginning with story telling (Clandinin & Huber, 2014)
- Reflection to reinforce co- construction of knowledge (Duncan, 2017)

Method of the Study



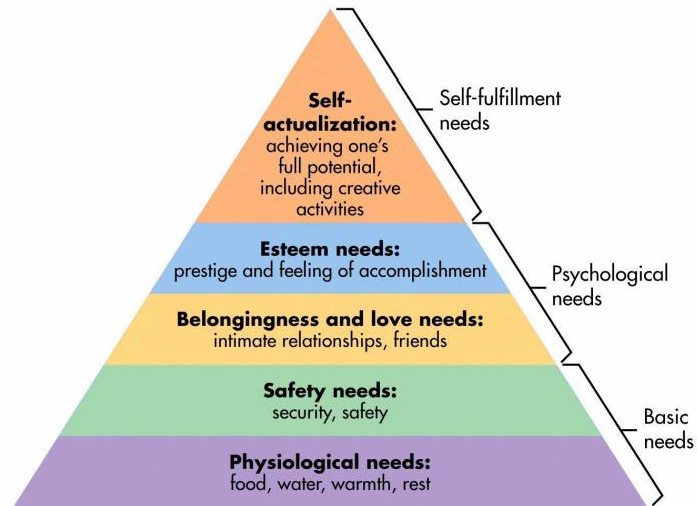
The two biscuits are what we need to hold our thoughts together and the creamy goodness in the middle is the good stuff! Without it you would just be eating dry biscuits!

BORING!

OREO approach in insight development
(<https://www.charnwoodps.act.edu.au/>)

Unfolding the Pack

To the majority, I was a successful woman who had made ample accomplishment at the age of twenty-five! I had graduated with a major in Business Administration, owned an apartment in Dhapakhel-Lalitpur, had a secure job, and could afford for my family's basic requisites too! Hearsay expressed- a young, and educated section officer was an eligible bride for any successful bachelor living in the city! However, what my colleagues considered enough for me to be satisfied were not enough for my inner self!



(Maslow, 1943)

I had a quest! I wanted to explore myself, my learning on leadership and administration. I wanted to meet a diverse range of people, involve with international community, witness their professional practices, work with them at the maximum possible, learn from them, and excel at my personal, and professional spheres! Higher education was a must for these! I searched if my aspiration could be catered by the educational institutions inside the country. But since the quest couldn't not be trenched from inside the country, I started looking for a university in international community that could offer me the opportunities to learn and grow as per my aspiration!

Individuals, whose lower-level deficit needs are met, progress on to meet higher level growth needs (Maslow, 1943).

Unfolding the Pack

While my colleagues expressed to have been happy with their graduation, job and economic attainment, I couldn't stop myself from aspiring to learn!

My stay with the diversity not only broadened my perspective, but this stay even appeared to me as an opportunity to extend my professional skills to international community. The native exposure of English Language helped me to better my linguistics skills, and my confidence in communication boosted up.

Specifying to the University of Wales, its ranking as one of the leading universities in the UK was my first motivation. International stake of the University of Wales in terms of research and innovation was fascinating to me. Resources the university had, and the access it gave to the students was really motivational. Furthermore, the scheme of scholarship the university provided drew me closer to it. Opportunity to work as a teaching assistant in the second semester, and involving with the department's research team from the third semester appeared strong opportunity for me to uplift my leadership, research skills and networking!

- Choice exists, not only in term of country but also in term of university
- Motivation- resource, working culture, PSW provision, empathy and quest for international recognition!
- Reality on motivation is subjective (Scotland, 2012)

Unfolding the Pack

There were stereotypes among colleagues regarding my linguistic and ICT proficiency at first! But there were supporting hands to back the possible challenges!

I wanted to replicate the practices in Nepal. I wanted to set myself as an example, and I dreamt of exemplification of my department. I came back to Nepal with the same dream!

I left no stone unturned to exhibit my zeal, commitment, rigor and competency! HRM practices of the company stimulated my enthusiasm to work better! I worked at the company for two years; and by these years, I had gained a comprehensive understanding of business practices and principles, resource allocation, talent hunt and acquisition, training and development, team building, assessment of investment and distribution of load and lead! The culture of the company equipped me with analytical, strategic, interpersonal skills and leadership qualities which I felt seriously required in real world.

If I initiate, I am labeled as the bragger! If I suggest, I am denied! My accent is judged as 'Angrejko naaso' ! If I express my experience, I am isolated! I am thinking these days- was my decision to return the right one?

- Challenges prevail, even to those who have exposure to international practices!
- Intrinsic motivation of students is shaped by extrinsic motivation!
- Organizational culture can be a pull/push factor for professionally committed Nepali students to migrate overseas!

Conclusion & Implications

Conclusion

- Students migrate, but not only for the attainment of the physiological needs
- Exposure to culture of growth and professional practice can be motivation for Nepali graduates to migrate
- Might be transferable in the context of skilled human resource who migrate with intention of permanent residency

Hole in the Sole

- Gap in academic researches on migration of Nepali professionals for higher education
- Possible gap in practices on organizational culture
- Gap in interventions to retain/ bring back skilled human resource

Implications

- Need based policy to promote the application of skills and knowledge in sectors critical to Nepal's development, such as agriculture, technology, and infrastructure.
- Skill Matching Programs to cater students' skills with industry requirements, ensuring their abilities are effectively utilized in the job market.
- Entrepreneurship Support to focus on providing resources and training for entrepreneurship to help students create new businesses that contribute to economic growth.
- Focus to enhance the quality and inclusiveness of education to equip students with the necessary skills to tackle the modern workforce challenges.
- Opportunities to link learning to community of practice
- Policies and practices that emphasize collegial organizational culture, readiness to change and promote aspirants' professional development

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Thank
you!