

# The Increasing Tendency of Nepalese Youth to go Abroad for Education and Work: Sine Qua Non of State Policy, Entrepreneurship, and Local Skills and Ability

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## Abstract

*This article aims to develop insights into the situation that how an independent, socially and economically sound country turns into a dependent and socially and economically weak country. The method adopted is a review of the literature. The finding is the interplay of weak central government policy, weak entrepreneurship, and low-level skills in the field.*

**Keywords:** foreign employment, foreign study, central government policy, entrepreneurship, skilled work, skilled firms

## Background

Nepalese people are the backbone of Nepal's development. Empowering Nepalese Citizens Based on multiple intelligence theories can only be the solution to addressing the development of the problem (Gardener, 1972): the theory states that the best result from the efforts of the people is possible if they are developed according to their potentialities. People must be treated by looking at their uniqueness. This article tries to search for causes that led the country to its present state from its grassroots. A country requires human resources to develop science and technology, industry, agriculture, and health and sanitation. The root of these is education and science and technology. The human brain rules the whole world. For the brain to be cultivated and harnessed, the pattern of education is essential. Proper education develops the right attitude in human beings; such attitude is responsible for the activities of the individuals. Until one gets the appropriate education and creates the right mindset, the proposed issues of brain drain, migration, and participation in the national economy remain unsolved.

A welfare state looks after the individual from cradle to grave. The country and nation are born for this; however, the matter becomes complicated when the Government does not get the opportunity to serve the people born in the country to the fullest extent. The reason for causing complications is the inability to cure the

people, which is multifarious. However, this article discusses a simple three-vertex concept based on the integration of different literature presented in the literature review. In the figure 1, below there are three apexes to be addressed: 1) Central government policy, 2) Entrepreneurship: small and micro-scale, supported by central at the local level, and 3) Skilled Works, local resource, and local firm support.

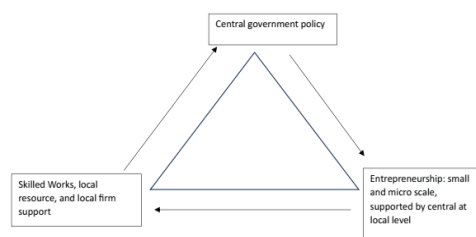


Figure 1 Conceptual framework of the study

Source: Author: based on a review of the literature

## Central government policy

Central government policy includes guidelines for utilizing all national resources according to a definite set of priorities for the welfare of the people and nations. Basically, such guidelines dictate the development of people according to their abilities and interests. Every human being needs equity and justice to live happily in society and the nation. It is everyone's right to live. Central government policy sets the country's modes of development. It controls and eradicates crimes and maintains internal and external peace. Besides these, state policy dictates the

*A nation's responsibility towards its subjects extends from existence to extinction. Human resource of a country nurtured and developed by right education and driven with science and technology is imperative for growth and development*

*Three -vertex concept showing their interrelationship*

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***Studies on the subject at different place and time with findings opening new perspectives and dimensions***

activities related to protecting the countries from external and strengthening international relations for its development in trade.

**Entrepreneurship: small and micro-scale, supported by central at the local level**

Many entrepreneurs, social or financial, are needed to implement state policy. If these organizations are not competent enough, then whatever state policy is made cannot materialize, and the country cannot prosper. Incompetent social and financial entrepreneurship cannot run parallel to other countries of the world, and people start feeling the reason for their weakness in the incompetency of supporting agencies and leave the country for different purposes, like getting better employment, raising the standard of living, studying, etc. Internal conflicts arise, and the root cause of countries stacking in an underdeveloped stage is that they are unable to handle the resources properly.

**Skilled work, local resources, and local firm**

The country distributes income and development what it has. Economic Growth and development are the outcome of the skilled efforts of its firms, as well as local resources. The more knowledge and technology people put into the effort in aggregate terms, the more income and development result from it. The production function takes from the resources and skilled workers, and the firm manages both.

**Objective**

This article tries to assess the existing central government policy, entrepreneurship, and skills available in the country as a measure of association with departure abroad for education and work in the youth and the nation's ineffective role in retaining them.

**Materials and methods**

The study adopted a literature review method related to existing government policy along with the present state of entrepreneurship and available skills in the country.

**Review of literature**

This section is a review of some literature related to Nepal's central government policy. It begins with

advice to the central Government from a World Bank expert, Waterson (1965), through a paper, "A Hard Look at development planning", which was the first book published to share the experiences of one hundred countries and explain why and how developing countries fail. It gave experiences of examples of more than 100 countries and stated that countries make similar plans and make the same mistakes. They do not understand the point of uniqueness, give over-emphasis some parts and less emphasis on other parts inappropriately. Many countries have established planning commissions or similar agencies and worked them out. Still, they have no plans backed by solid government commitment, so they were not successful in implementing their state policies. Often, this term is used to mean that "planning, policies, etc., are good but are not implemented." In such countries, there are no commitments from the Government to enforce, so one after another, commissions are formed and fail. This literature cites another example of successful state policy in those countries where economic incentives[the more one fulfills the planned objectives receives more the more benefits] replace administrative control[ work hard for the country and nation, else subject to imprisonment]. A state policy is suggested to facilitate gaining agencies and programs and remove the burden on programs in the long run. Many state policies fail because they recognize demonstrators rather than doers. In most countries, the bottom-up approach has been successful.

Waterson (1965) further elaborated that many well-planned individual projects make state plans a success. This way, the same paper pointed out the significance of implementing agencies, whose functions are to take responsibility for one particular task to have fully functioned. A state may make policies for several aspects of society, like health, education, environment, transportation, foreign affairs, trade and industry, etc. Different projects must turn the policy into measurable public deliveries with the participation of the people in a democratic way.

Bhusal (2017), in his presentation, pointed out that countries reflect their policies through development planning. The fourth development

plan of Nepal (1971) estimated the total workforce requirement, total supplies available, and total gaps required to undertake the necessary projects. In 1971, the National Education System Plan was introduced. Several plans were executed, each aimed to reduce regional disparity. However, Gurung (2005) revealed that contrary to national, regional disparity was found to be to increase. After the fourth plan, now in 1974, the country operationalized the 16<sup>th</sup> plan; however, the series of plans did not focus on adjusting human resources on different projects based on their capability. The country suffered from political instability after 1990; as Waterson (1965) remarked, the political commitment to development diverted to the political games of the leaders. These reasons led to the loss of attraction to the country.

Wazza (2022) presented different development models, stating that nothing comes in a vacuum, for the development efforts must be put which can be in the form of the model. Out of many, one popular model is the Groth Theory model of Perroux(1955), which states that Growth takes place according to the input intensity(hard work in the Potential areas).

Guan, Mok, and Yu. (2023) did an extensive study from the Chinese perspective. The problems raised were related to why Chinese students go to study abroad. There seemed to be three critical factors that pulled Chinese students to study overseas. These factors were cost, global ranking, and Chinese employment.

Baral, Adhikari, and Gurung (2024) assessed the significant factors leading Nepalese undergraduate students to study abroad by "Unveiling motivational factors driving Nepali Students seeking foreign to pursue higher education abroad." Their methods were quantitative, using survey questionnaires and approaching 140 participants who were making up their minds to go abroad for their higher studies. Their sampling method was random. They applied principle component analysis to reduce the dimensions of data and binary logistic regression analysis to find the association between driving forces for seeking foreign degrees and motivation. The finding indicates no association between universities' strategies for attracting students, like progressive curriculum, prospects for Growth,

social influence, unique exposure, and degrees. These findings have open alternatives to search for the drivers for retaining Nepalese students in Nepalese institutions. This type of finding warns the Nepalese Government to seek some other prospects that are comparatively better than what they receive living abroad.

Mahara's study (2024) on "Causes of Abroad Study in Higher Education from Nepal." explores the factors that motivate Nepali students to study abroad. He applied a survey questionnaire to collect information from one hundred Nepali students. He used a quantitative approach. His findings highlighted that the complex interplay among socio-political, economic, and political factors plays a role in students' decision to go abroad to study.

Chaudhry (2024) prescribed 10 Effective Strategies for Student Retention in Higher Education. This study highlighted the practices of how students are retained in developed countries. It prescribed ten tried-and-tested strategies for increasing student retention and keeping college students interested and supported in the institutes. The ten tactics were: 1) Predictive data analysis, 2) Useful content marketing strategies, 3) Gathering frequent feedback, 4) Programs and Enrollment Management to Improve Retention, 5) Providing Students With Ongoing Social, Mentoring, and Networking Opportunities, 6) Retargeting Students Through Ads, Social Media, 7. Distribute newsletters to current pupils, 8. Use Targeted Communication to Involve University Students at Low and High Risk, 9. Improve Brand Authority, and 10. Provide Online Courses.

Predictive data analysis of enrolled students showed that one-fourth of students leave college in the second year. So, they applied for a financial assistance program for needy students, which reduced the dropout rate by 10%. A similar program was suggested in the research conducted by Ojha (2040) on his research. In "Scoping two-way benefit of e-learning: Prospects of earning and learning in Nepal," Ojha suggested that the students must be provided learning and earning opportunities in their residential areas by employing living and online learning for career development.

Some studies have addressed the issue of going abroad for studies and not returning after graduation, which poses a problem that economists and social workers call brain drain. Many researchers have researched the issue of brain drain and its causes and impacts, as well as suggested resolutions. Such brain drains affect developing countries more if they relate to higher-level technicians.

Kupfer, Hofman, Jarawan, McDermott, and Bridbord (April 21, 2004) wrote an article named Strategies to discourage brain drain. Its objective was to ensure that trainees returned to their country of origin. The method of the study was a review of the literature of developing countries. The research found that the trainees suffered from a lack of research funding, poor facilities, limited career structures, poor intellectual stimulation, threats of violence, and a lack of good education for children in their home country. Similar situations appear in Nepal, and Nepal could follow the same recommendations, which were to do agreement and assurance while sending students abroad for higher education. Such contracts and financial measurements are to be made by local-level organizations through the formulation and execution of local and regional-level plans.

Sapkota and Malakar's (2021) study aims to assess the process and practice of local development planning in Nepal under a federal system, with the bid of analyzing the Local Government Operation Act, 2074, and local level plan formulation direction, 2075. The study used primary and secondary sources of data. The study embarks on the local development planning process under the federal system of Nepal while employing a descriptive research design. The study argues that the Local Government Operation Act, enacted in 2074, follows the decentralized planning process, starting from the settlement level and moving up through the local Government to the national level. It mandates local bodies to prepare short-term, medium-term, long-term, and perspective plans, addressing each individual uniquely. If local bodies operate with the participation, then it can attract every individual towards the national goals. The development planning of the local bodies demands skilled and dedicated

representatives who can understand the needs of every individual, including the needs of the graduates after returning to the residential areas. However, the Local Government Operation Act, 2074, and Local Level Plan Formulation Direction, 2075, have been the "teeth of an elephant to show than chewing."

## Result

Shrestha (2022) cited examples of why young people want to leave Nepal in one article on Nepalnew.com. In response to his question regarding his reasons for leaving Nepal, she said she was taking Korean classes to get employment in Korea as she was not getting a job in Nepal and had no income source to live in. Both urban and rural people are equally likely to leave Nepal for various reasons.

Another person who was reading at an Australian University gave a reason for choosing an Australian University: that the teaching approaches of Nepalese Universities did not address the needs of the society in which he lived (Shrestha, 2022). Another student who made up his mind to go abroad said the subjects he wanted were not available in Nepal (Shrestha, 2022). Another student who was working in Amsterdam after graduation, who brought his family also and purchased a house, said he would not have done this much after returning to Nepal (Shrestha, 2022).

In Time magazine, Bajracharya, in an interview, has warned after observing the current situation of brain drain, that if Nepal does not attempt to facilitate Nepali at home to stop the brain drain, the problem can go to the threat of sovereignty (Bajracharya, 2023, cited by Kumar in Times, 8, Sept 2023.) The situation is so threatening that in 2021-22, 7,75,000 Nepali left Nepal for employment, and around 1,00,000 left for higher studies. This data excludes the people who went to India for jobs and study. Times (September 8, 2023) further writes about the expression of socialist Ganesh Gurung that the entire nation is on the move. According to Republica (December 10, 2023), the figure is rising. The official record shows that Nepali students go to 80 countries (The HRM, July 3,

*Individual and institutional citation of the persisting situation differ substantially and significantly with their specific orientation*



2023). The perception of Nepalese education is the quality of teaching in ill infrastructure, continuance of outdated curriculum, and inadequate investment in education (The HRM, July 3, 2023). It expresses that some parents even doubt that their youngsters learn corrupt practices and advise them to go abroad for higher studies.

Similarly, for many academicians, detraction from universities is due to the appointment of all principal positions based on political influence and forcing the students to go against universities, so many higher education enrollments have significantly decreased or are about to close (The HRM, July 3, 2023). Recently, The Kathmandu Post (November 9, 2024) wrote that everyone in the country seems to be leaving. The situation reached such a horrible state that Rising Nepal (November 9, 2024) wrote to those living and working in Nepal that they should not be discouraged and disheartened anyway.

Sociologists are forwarding their views on the reasons for such an alarming situation in the country: Unemployment and negligible earnings, and even fixed-income holders can not afford essential needs. At the same time, information on the earnings abroad by friends and relatives, corruption in the country, and political leaders saving each other from involvement in different scandals, like fake refugees, smuggling of gold, Red sandalwood, and land scams, occupation of public properties has added to people's frustration. Appointment in senior public positions in the proportional power of the political parties has worsened the honest and hardworking people.

### Discussion

All these illustrations are evidence that local governments are unable to address the issues of regional problems in education and employment. The question is raised here: Why are there inactive and inefficient local organizations that can not carry out development plans for the benefit of people? And people must leave the country to survive? What is the use of the state and Government if it can not develop entrepreneurship? Nobel laureate Arthur Lewis once said that as the vehicle runs on petrol, the country runs with entrepreneurs who can create jobs for many. If there were

well-coordinated efforts among Central-level Government while making policies, local-level Government with healthy build infrastructure, skilled entrepreneurship, and citizens with craft and technological skills, then more than ten hundred thousand each year would not have left Nepal, either for employment or for higher education or both. The Local Government Operation Act, 2074, and Local Level Plan Formulation Direction, 2075, have been the teeth of an elephant to show than chewing. As Mahara said, in the complex interplay among socio-political, economic, and political factors, one can escape the elders of the society, who, as the leaders, can not escape because it is going to be a burden for the new generation.

The problem of brain drain is not new in Nepal. Nepal is called a country of fighting soldiers; Many people go abroad to be soldiers instead of working in one country. These soldiers fought against Argentina for the UK and Pakistan for India. The country took pride in this, but they never demonstrated such bravery for the development of the country. Leaders have been warned by Waterson (1965) but took everything quickly. The country is so irresponsible to her people; her people these days are in Ukraine and Russia at war; its duty is to express condolence for their deaths.

### Conclusion

Nothing comes out of the vacuum. The country must be made by the support of the youth by hook and nook. The countries that were similar in economic strength half decades ago are now much better than we are because they participated in the youth and did not encourage them to go abroad. Our leadership never tried to learn from them. Even if this situation is not improved through the intervention of step-by-step strategies, the county will be sunk.

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***Failure in developing and promoting entrepreneurship I sthe crux of brain drain problem among others***

***Youths are the comparative advantage and their engagement is the only way to revert brain drain***

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