

EXPECTATIONS AND STRUGGLES OF STUDENTS ON STUDY ABROAD:  
A NARRATIVE INQUIRY

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A Dissertation

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## DECLARATION

I hereby declare that this dissertation has not been submitted earlier for the candidature for any other degree.

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Min Kumar Tamang

Degree Candidate

November 6, 2018

## DEDICATION

This work is profoundly dedicated to all young students who want to pursue higher education abroad, my respondents, my families and friends. I am always indebted for their inspirations on me to move further academic life.

This dissertation entitled *Expectations and Struggles of Students on Study Abroad: A Narrative Inquiry* for Master of Philosophy in Educational Leadership presented by Min Kumar Tamang in November 6, 2018.

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## AN ABSTRACT OF THE DISSERTATION OF

*Min Kumar Tamang* for the degree of *Master of Philosophy in Educational Leadership* presented at School of Education, Kathmandu University in November 6, 2018.

Title: *Expectations and Struggles of Students on Study Abroad: A Narrative Inquiry*

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Student mobility is rapidly growing in the recent years in Nepal. Every year thousands of students leave the country to pursue their higher education to the different developed countries across the world. However, they undergo through the financial, social, cultural and personal challenges during their educational journey in the international universities and colleges. Despite these adversities, few of them return to Nepal with experiences. Additionally, this study outlines the process of students' mobility and their achievement after completion of abroad study.

Considering the youth trend of study abroad, this study addresses the research question: how do the Nepali students narrate their stories of the process and outcome of abroad study? Applying youth anthropology as a theoretical referent the research analyzes the experiences of youth mobility.

For this, I employed narrative inquiry assuming that the stories of student mobility and its outcome challenge the educational and employment aspirations of youth in Nepal. I narrated the stories of participants in third person blending the interpretive and critical paradigms to generate meaning of their stories. I generated the

meaning from their stories into three main chronological orders: a) to depict their struggles for going abroad and their efforts to go to abroad, b) how their expectations shatter and revive, and c) to address the issues of youth culture complexity. These youth seemed to be excited, and full of expectations while preparing for studying abroad. The youth take study abroad not only for their higher education but also for the career development. Thus, the abroad journey is full of excitement and expectation.

However, they face challenges in the initial days, gradually adjust unexpectedly encountered environment abroad. They normally face challenges such as course requirement, course selection, visa documentation and college life, accommodation, part time job, and so on. Finally, they returned experiencing both the pain and gain, planning their possible future in place of origin. Those who completed their higher education in abroad and returned back to the country are found engaged in the origin of the place. Hence, this research has illuminated leaving trend of the young talent from the developing countries on the one hand, and the other hand, it showed the success story of young talent who came after their higher education from the developed countries.

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November 6, 2018

Min Kumar Tamang,

Degree Candidate

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## ACRONYMS

DR	Doctor
GNNPC	Government of Nepal's National Planning Commission
HDR	Human Development Report
IELTS	International English Language Testing Systems
MOE	Ministry of Education
MSYN	Ministry of Sports and Youth of Nepal
ND	Not Dated
NOC	No Objection Certificate
OECD	Organization for Economic Co-operation and Development
PR	Permanent Residency
SAT	Scholastic Assessment Test
SLC	School Leaving Certificate
TOEFL	Test of English as a Foreign Language
TU	Tribhuvan University
UK	United Kingdom
USA	United States of America
VDC	Village Development Committee

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## CHAPTER I

### CONTEXT OF MY STUDY

I was a young student migrant desperately looking to go studying abroad in 2009. Luckily, I got enrolled in University in the UK. I completed my master's level study in the discipline of international management from the Teesside University, UK, garnering valuable experiences and confidence to start up my own business in my homeland Nepal.

As a young student migrant, I spent 6 years in the UK and returned to Nepal in 2014 thinking that I would lead an educational consultancy and provide counseling services to young students who aspire to go abroad. Although I had multiple options for the possible professions such as teaching, banking, entrepreneurship, and broker, I was determined to fulfill my desire of being a counsellor. As a result, immediately upon my return, I was able to establish my own educational consultancy company in Kathmandu, the capital of Nepal. I was scared about my business in the initial stage since it was tough to compete in the market. Nevertheless, the flow of the students exceeded what more than my expectation and I thus, was able to run my company successfully.

The mobility of the students in the office remained exciting right from the beginning. Everyday around five to ten students visited my office to get information about higher education abroad. I was happy with my gradually extending business however the excitement of young generation studying abroad disappointed me. I was worried to observe the mindset of the youth who desperately wanted to go abroad for higher education by hook or crook. During my tenure, I counseled over a

thousand students and their parents as well, who seemed very curious to know about higher education in different destinations such as the USA, the UK, Australia, and New Zealand. More often, the pile of files of the students' applications for studying abroad particularly the USA and Australia and other countries used to occupy my table. My business was growing well but I was not happy with the situation as the young talents were avoiding our education systems and choosing to go abroad.

Let me reflect on my situation abroad. I have observed many of my friends who had not got jobs even after they completed their postgraduate education in Nepal. My case was also similar in a sense that although I had a master's degree in English literature from Tribhuvan University, I was unable to support my family financially. I failed to hold any job, as a result, my family continued their financial support even after my graduation. Consequently, I was totally disappointed with the emerging situation regarding the trend of studying abroad. I used to think that my degree was useless to earn and support my family. Therefore, I started applying to universities in the United Kingdom for further study.

It was in January 2009, I started preparing for the International English Language Testing System (IELTS) to qualify for admission. The English language test was mandatory to enroll into the foreign university as English is the means of communication. Then, I also prepared to manage the tuition fees for the master's degree in International Management Program which needed a big amount of money around \$10,000. It was a difficult task for me to invest in education in the UK because I belonged to a middle-class family, whose main income source was farming, although my two brothers are employees of the Nepal Army. My parents fully supported me for my higher education trip abroad. Therefore, they encouraged me towards it. They always encouraged me to go abroad for my higher education.



When I succeeded to get admission into one of the UK's Universities, they paid the entire tuition fees and travel expenses as well. After I went to the UK, I managed to have a part-time job to support my study and accommodation. I used to work full time during the public holidays and summer holidays. I achieved a quality education and earned decent money during my stay. In addition, I became financially successful to support my family.

Hence, as long as the study abroad is concerned for me, it is the student's mobility process which has been developed from the necessity for survival to the necessity for better life (Neamtu, 2011). After the completion of my study in 2012, I got an opportunity to get a full-time job in my post-study-work visa. During that time, I earned extra money along with the managerial job experiences.

During my student visa period, I also saw the plight and difficulty of the Nepalese students in the UK due to the negligence of the educational consultancies in Nepal. I observed the misfortune of the young students in the foreign lands. Therefore, I was encouraged to start an education consultancy to provide the quality services in the field of the international education. Co-incidentally, upon returning, I joined MPhil programme at Kathmandu University for my further study. During the research, the issues of the student migration always remained the area of my interest. In this regard, I was inspired to explore the particular issues on youth trend of studying abroad as my dissertation topic.

So far, I have sent hundreds of students who have passed their higher secondary level to all over the world such as the United States, the UK, Australia, Canada, and many other countries for the further education. Talking to their parents, I found there even the parents are ready to pay the high tuition fees in international universities as they believe that their children can achieve a quality education and later

support them financially. In the same way, Wagle (2010, August 21) also defended that the parents are ready to pay and send their children abroad regardless of their low economic status. Likewise, students also believed that they not only achieve the quality education but also find a better lifestyle. Consequently, students leave their countries for their academic purpose and gradually settle down in the host countries. In this sense, the youth culture of studying abroad shows that the student mobility has become the global phenomena, particularly in the developing countries.

### **Student Migration**

The university students who are living and enrolled in the student visa outside their countries are called the student migration (Smith, 2006). When I was in the UK, I experienced the student migration as a global phenomenon because thousands of foreign students were there to pursue their higher education. I am closer to the definition of the student migration, as Guruz (2008) says that the students who pursue their higher study in an international institution are called the student migrants. Costello (2015) noted that studying abroad is an academic experience where students physically leave their home countries to engage in college study, cultural interaction, and move in the host country. Thus, thousands of foreign students have been going abroad for their higher education. They spend millions of dollars on their tuition fees in the international institutions. They even move out of their country for the purpose of study and to settle down in the host countries after the completion of their study. Similarly, the migration is a sociological event where migrant people will have an economic, linguistic, administrative and legal difficulty and often exclusion from their country during their stay in the destination countries (Batista-Pinto, 2010). The migrant students always face the economic problem as they need to pay a large sum of the money to their universities.

I have been observing that international student migration is growing in an alarming way in the recent years. The job opportunities and getting the quality education are the significant factors to motivate the international youth migration (HDR, 2009). Increasing demand of the quality higher education of the international degree has become the central point in attracting the international students. Therefore, thousands of Nepali students go abroad every year aiming to achieve a quality education in international degree. In the same way, the student migration takes place when the person moves between the countries either temporally or permanently, for the purpose of education and employment or escape from the adverse political environment of their home countries (Goldin & Reinert, 2006).

Students' mobility is getting popular these days particularly from the developing countries in comparison to the developed countries such as the USA, the UK, and Australia. The developed countries have also attracted the international students for their own purpose. Similarly, Rosenzweig (2008) stated that international students are able to stay and work after the completion of their studies. They have an opportunity to work after the completion of their study. It may provide an opportunity to garner the international work experiences to the international students. They also can earn money during their post-study work period abroad. The information about the job opportunities, high quality accommodation, and other facilities are supplied by the relatives of the students who have already been residing in the foreign land. More importantly, the network of the previous migrant enables them to find the job and accommodation easily while abroad. Thus, the potential migrants are influenced to migrate abroad. This shows that the trend of leaving countries for the educational purpose has been increasing dramatically since last few years.

### **Rationale of the Study**

This research has raised an issue of student migration which is becoming the trend of the young students in Nepal. Study abroad is like throwing a stone into a pond and the ripples keep expanding far beyond our time and place, far beyond our ability to measure or perhaps even envision. Thousands of students are leaving the country for higher education for the foreign countries as they are the main source of the human capital in the country. Most of the participants are belonged to the youth group. Therefore, I think that due to their departure to the foreign land, the country has not only lost the talented youths but also the huge investment. Youths are the pillar of the nation to build the country. Thus, this study also shows the possible “brain drain” situation of the country due to the student mobility towards the developed countries. If we provide the quality education to them, they can contribute more to the nation. They can lead the country to change economic, education and political situation of the country.

There are several reasons behind the student’s migration. In this case, Anthias (2008) explained that student migrations are fallen into the skills migrations which are the biggest loss for the developing countries like Nepal. In the same way, this study unpacks the experience of these that they have before and after their migration for higher education abroad. Working in an educational consultancy, I was reflecting on the lifestyles of youths and their mindset for going abroad without much preparation. I was worried while I counseled them about the processes of the abroad study, but they did not want to listen to me, rather preferred to go abroad at any cost. In such a case, I became more inquisitive to explore their struggles, expectations and aspirations of going abroad for higher education.

### **Statement of the Problem**

So far, I have facilitated and counseled the hundreds of students through my consultancy who were leaving the country for their further higher education. Students' migration is getting popular these days particularly from the developing countries in comparison to the developed countries such as the USA, the UK, and Australia. I was not much surprised with the data of Ghimire (2016) who calculates that the number of going abroad student is triggered which increased from 11,912 in 2011/12 to 33,000 students obtained the No Objection Certificate (NOC) in 2015/16. The reason for the increasing trend of the international student migration in Nepal is noted to be below economic opportunity and the political unrest. Hence, it can be said that the education and employment are the key issues to attract students abroad. Thus, Cooke and Belonger (2006) noted that education and employment both are considered to be the key motivating reasons to influence people to move other places or developed areas.

Apart from these reasons, there is a need to explore as to why the students are motivated to go abroad as the number students have been doubled over the years. In this regard, Acharya (2012) calculates that student mobility is the major chunk of human migration where 12.5% student migration is occurred out of 36 million immigrant population in the world. Hence, the young students move to their developed countries for better standards of living and quality of life, higher salaries, access to advanced technology and more stable political conditions (Dodani & LaPorte, 2005). In search of the high-quality education and lifestyle, the high-skilled immigrants through the channel of student's arrival to the destination country (Suter & Jandi, 2006). The young international students who move to the developed countries are the potential high skilled human capitals (Chiswick & Miller,

2011). As Ritzen and Marconi (2010) state that the trend of studying abroad represents one of the important sources of high-skilled migration. The skills and knowledges can enrich those youth to become the leaders of the nations. In the same way, Bush (2007) discussed that leaders are people who shape the goals, motivate and empower people through their leadership quality.

However, McGill (2013) states that the academic mobility of highly-skilled individual has brought the broad phenomenon of youth students departing their country of origin and gaining a higher level of skill from abroad. Thus, one may ask if this is a brain drain or brain gain? In the same way, Dervin (2015) points out the key issues to return the young students with skills and knowledgesuch as the legal status, qualifications of migrants, socio-economic and political situation in the country of origin. In this context, Sharma (2009) argues that the Nepalese students are frustrated with traditional types of education systems, lack of job opportunities, and political instability in the country. Thus, young students' decisions to study abroad influenced by push model influence, the demand for international education and the pull the Push-always influence the selection of the destination such as the top university, course, economic opportunities and so on (Mazzarol&Soutar, 2002). However, it is difficult to understand why youth mobility is increasing dramatically. Do the students have successful stories throughout the abroad journey? Do they meet their expectation and return with the achievement? These are the main essence of my research. In this regard,I demonstrate that study abroad is becoming the lifestyles of the youth in urban areas. In doing so, I applied the youth anthropological perspective analyzing the youth culture for choosing higher education abroad.

### **Purpose and Research Question**

The main purpose of my research is to narrate the stories of Nepalese youths who want to migrate or already migrated and returned from studying abroad. The research question for this study was: How do the Nepali students narrate their stories of the process and outcomes of studying abroad?

### **Structure of the Dissertation**

I presented my research into the seven chapters. In the first chapter, I discuss the context of my study and brief introduction of the youth trend abroad. Similarly, I talk about the problem statements and the rationale of my research. Then, I present the purpose of my research and the research question of this study. Secondly, I present the literature review for this study where I explored the youth anthropology to conceptualize the study of the youths and their trend of going abroad for higher education in the second chapter. In the third chapter, I discuss the methodology incorporating ontology, epistemology and axiology in the study. Similarly, in chapter four, I presented the narratives of my three participants with their excitements for studying abroad. Then, I reflected on the stories of my participants relating to youth anthropology (culture) about their trend of going abroad for further study in the fourth chapter.

In doing so, I presented my understanding and experiences of abroad and constructed the stories of my three participants Renu, Bhuvan, and Bina, respectively. In the same way, in chapter five, I presented the stories of my participants-- Urmila, Yubaraj and Pradip, respectively depicting their struggles and expectations during visa processing. In the same way, in chapter six, I bring the stories of two participants--Ujjwal and Rojina presenting the outcomes and the experiences of the youth students. Finally, chapter seven of this dissertation presents

my reflection and insights of the stories connecting with youth anthropology (culture) about the trend of going abroad for study.

### **Chapter Summary**

The first chapter begins with the context of my dissertation and the background information about the youth and the higher education in the context of Nepal. Similarly, this chapter outlines the problem statements where I present the arguments why I have been conducting this research. Then, I discussed the rationale of the study. After that, I stated the purpose and the research question for this study. Then, I again, I describe the chapter outlines to inform the organization of this dissertation in brief.



## CHAPTER II

### LITERATURE REVIEW

This chapter presents the review of the literature to improve the present level of understanding of the concepts and practices of youth culture of abroad study for higher education. In doing so, I explore the youth anthropology along with the definition of the youth and the growing youth culture of abroad study from the literature. In addition, the youth culture and the practices of processing the abroad study are linked with the outcomes of abroad study.

#### **Youth in My Research**

Youths are the pioneers and change agents of political, economic, social and cultural transformation. They always remain as the chief heritage of a nation due to courage, creativity, learning competence, and a high degree of self-confidence which are also considered to be the major source of nation building (National Youth Policy, 2015). Thus, a country needs to pay attention towards the development of the youths in order to bring their competence in the mainstream of national development. The government of Nepal defines youth as youth age people between the ages of 16-40 years (MSYN, 2010). In the same way, Secretariat (2016) defines that youth is a period of transition during which children and adolescents gradually come to be recognized as an adult. They are improving from their children to the adult period, so, we need to focus on their education and learning activities. They might be the future star if we provide the right education. Similarly, defining the youths, Yang (2014) says youth are needed to change the society as they are backbone of the society in the future. Thus, they need to be qualified and equipped with the better

qualities. They are the most significant part of the society who can ensure the development of the country into the globalized world. Similarly, the power of the youth is important asset for the development of the country.

According to the National Youth Policy (2015), young people between the ages of 15-24 represent approximately 18% of the global population, which is nearly 1.2 billion. Interesting to note that, 87% of youth live in the developing countries. But, Bucholtz (2002) emphasizes the circumstances to categorize the age of the youth where the youth ages between the 30s and 40s are also counted the youth in his study. Among them 62% live in Asia, whereas 17% is shared by Africa. Almost 40.3% of the total population of the youth are deprived from getting employment-oriented education, vocational skills and education, weak health nutrition, youth friendly educational opportunity and so on (National Youth Policy, 2015). This is a similar case of Nepal as many youths here want to leave the country for a better opportunity in the developed countries such as the USA, the UK, Canada, and Australia. However, the constitution of Nepal (2015) also stresses to provide the opportunities for youth empowerment in the fields of education, health and employment (GNNPC, 2016).

### **Youth Anthropology**

Anthropology studies the human societies, its culture and its development. More importantly, it studies the behaviors of the human beings in the societies. It is also found that the youth issues research appeared with industrialization, urbanization and modernization (Yang, 2014). Youth is also defined as the nation builder of the countries. The young age is a life period filled with of fantasy, excitement, mystery. Thus, youth culture is a way of life for the youth, those think that it is the sum total of all the lifestyles of youth groups, others consider that

it is the culture of young students and so on (Yao, 2000 cited in Yang, 2014). In this research, I tried to explore the youth and their mobility to pursue their higher education to the abroad destination. In the same way, the anthropological perspective suggests a concern for culture as equipment with biology or psychology in shaping children's lives (Lancy, 2018). Hence, the youth are influenced by their own cultural practices and social dynamics of the nations. In addition, they are taken as the social agents to create the society and culture of the countries. Thus, youth are given the role of makers and breakers in order to perform the role of the social and cultural agents (Honwana & De Boeck, 2005). In the same way, youth culture is a way of life for the youth, those think that it is the sum total of all the lifestyles of youth groups, others consider that it is the culture of young students and so on (Yao, 2000 cited in Yang, 2014). Hence, it is also said that the cultural values emphasize that human dignity which is significant to the youth of the nation (Lancy, 2018). In addition, the youth culture has been influenced by the interesting and exciting quality of the modernity and the globalization which can motive the youth for abroad in the recent days (Bucholtz, 2002). Similarly, according to Bucholtz (2002), "the anthropology of youth now emerging concerns itself not with the restrictive notion of culture that dominated early work in cultural studies, but with the practices through which culture is produced" (p.528).

Further, he claims, "it includes practice associated with age-based culture and locates young people as other kind of cultural agents" (p.526). However, the author has emphasized the sociological study of the youth which is largely about the youth in the society. In the same way, Cohen (1995) mentions "the Chicago School of Sociology took a strongly ethnographic approach to these issues that focuses on the ways in which subcultures which is created by young people, constitute alternative

systems of shared symbolic meaning"(as cited in Bucholtz, 2002, p. 536). Hence, subculture has a distinct style and belief in a cultural group within a larger culture.

According to Bucholtz (2002),

the anthropology of the youth is characterized by its attention to the agency of the young people, its concern to document not just highly visible youth cultures, the entirety of youth cultural practices and its interest in how identities emerge in new cultural formation that creatively combine elements of the global capitalism, transnationalism and local culture(p.525).

Similarly, Firth, (1984) states that youth culture is broadly referred to as a particular way of life, combined with particular patterns of beliefs, values, symbols, and activities that are shared, lived or expressed by the young people. Likewise, Schiepers (2012) has presented the youth culture as the social context surrounding a youth, defines much of behaviors, beliefs, and a teen's identity. It is a belief, values and the symbols which are shared and expressed by the youth students. In this context, "youth cultures refer to the way in which young people's social experiences are expressed collectively through the construction of differentiating lifestyles, mainly in their leisure time, or in interstitial spaces in the institutional life"(Feixa&Nofre, 2012, p.1). Youth need to be seen through the new approaches that helps us to uncover and develop the potential of young people and it also can help young people to develop competences, including skills and positive attitude.

### **Youth Culture in Nepal**

Youth culture is defined as the ways or patterns of life where youth generations are endeavored to find their own spaces from their identities(Lee & Zhou, 2004). Thus, it can be said that youth culture is the particular way of life and activities of the youth where they have their own beliefs and values towards the

societies (Lincoln, 2012). Therefore, youth cultures are the trend of exploring the meaning of the youth such as who they are and their values and discover the youth culture within the young people (Lincoln, 2012). Similarly, Gautam (2017) stated that,

Everyday life of urban youth has been manifested from their ways of being, living and learning. The manifestation of their behavior creates a pattern of their consciousness. The way they live their life is very ordinary and simple but the problems are associated with their consciousness. Everyday lives of youth have been affected by the modern worldview (p. 86).

Therefore, the youth culture theory always suggests that youth cultures explore the story of youths which also help them to find out the meaning of their life in their societies as youth. In a previous research, Smith (2011) has also discussed that the individual's cultural identities are understood by outward expressions of individual in the societies. The trend of youth abroad going helps students broaden their horizon of the knowledge. It moreover enhances to develop the interpersonal skills of the young students.

As the world is being globalized, youth have also explored themselves to gain the opportunities in the world. In this context, Farrugui (2015) said "young people's lives are shaped by flows of economic capital and youth cultural symbols that traverse the globe, the mobility of young people themselves is increasingly recognized as a significant factor in studies of education systems nationally and internationally" (p.1). Thus, the student mobility is increasing day by day. It also has widened their knowledge and skills internationally. Furthermore, Paulsen and Smart (2001) state that the opportunities of gaining higher education is a professional field of study that helps in developing different approaches such as the sociology,

psychology, history and philosophy of the youths as the knowledge is borrowed from those areas of study. Therefore, youths from the developing countries like Nepal are often interested to pursue their higher education in the universities in the developed countries. In the same way, a previous research of Alandejani (2015), who presented in his doctoral thesis that studying in another country offers academic achievement and contribute the origin of the countries, although youths do experience cultural shock. Youth culture prioritizes their freedom of choices of their future (Yang, 2014).

### **Nepali Youths and Higher Education**

I found that most of the youths from the developing countries are attracted towards international institutions in the developed countries. The movement of going abroad in pursuit of higher education and professional attainment is not a new phenomenon in Nepalese society. Liu (2015) has discussed in his paper that the trend of youth study abroad has increased their confidence and enable them to communicate in the second language in different situations. In this context, Qiang (2003) states that the higher education is the part of the globalization process, where the integration of the teaching, and the youth, are attracted to the foreign countries due to the charm of international language which has value in the labor market in the world (Varghese, 2007). The means of communication has also been the key issue in receiving the higher education abroad. I also agree with the opinion that higher education increases economic opportunities as well as understanding the international travels and cultures (King & Ruiz-Gelices, 2003).

Similarly, the students' mobility is an important channel through which high-skilled immigrants arrive in the developed countries (Suter & Jandl, 2006). The higher educational institutions abroad not only offer the degree programs, but also provide

the professional courses and the research-based courses. In a previous research of Nilsson (2013) studied that youth mobility for their higher education explores an opportunities to, learn new language and culture, to adjust into new land and to become a self-confidence youth. There are large numbers of foreign education providers in the world, among which, I found that the most popular ones are in the USA, the UK, Australia, and New Zealand. In addition, Hufner (2003) notes that higher education is the intellectual place where students construct or gain knowledge that can meet their, as well as parents' expectations, find the industrial relations, extend collaboration and the networking with each other.

If we study the history of the higher education in the context of Nepal, it started in 1818 AD, since the establishment of the Trichandra Multiple College (MOE, 2010). In my observation, the formal education structure of Nepal consists of eight years of basic education (grades 1-8), four years of secondary education (grades 9-12) and three to seven years of higher education (Undergraduate and post graduate) in the national educational system (MOE, 2010). Likewise, there is a provision of a separate technical education and half years to three years such as Technical School Leaving Certificate and Diploma in Technical and Vocational Training (MOE, 2013). Although there are a number of higher educational institutions including public and private universities, the number of student mobility is currently on the rise. There are several universities: Tribhuvan University, Kathmandu University, Purbanchal University, Pokhara University, Lumbini University, Mid-Western University, Far-western University, Agriculture and Forestry University; Health Academics along with the 60 Tribhuvan University constituents and 982 affiliated campuses with a total regular enrolment of about 382,000 students with 84.4 percent of the regular enrolment (MOE, 2010). However, there is always a debate on the quality education

provided by these institutions in the country. The aims of the higher education in Nepal are to improve the competitive skill manpower, to develop the knowledge through effective research skills; yet, it still lacks these achievements in the higher education graduates in Nepal (MOE, 2010). It is also believed that the quality of life and the recognized degree are gained in the developed countries. Thus, they are ready to pay premium fees for acquiring their degrees, up to three times the amount charged to local students for the top host countries like the USA and the UK (Lall, 2008 as cited in Rajan&Wadhawn, 2013). Despite the expensive charges, these students are attracted towards the foreign degrees. Similarly, KC (2004) noted that the high rate of unemployment with severe poverty in the developing countries like Nepal made them migrate to the other places within and outside the country for better opportunities for livelihood. At the beginning, it is rampant that students fly in the student visa and gradually they involve into the job after their study. Therefore, they can also earn decent money to support their family.

### **Youth as Critical Mass**

Youth empowerment is to build young people's skills and capacity so they feel like they are able to influence the social and political systems that affect their lives (Raffle & Leach, 2015). Youth have the power to influence the country for its betterment. Youth empowerment inspires to achieve the skills and ability to bring the changes into their lives and of other people. Hence, youth empowerment encourages bringing the changes within the people and the nation. Similarly, Ledford, Lucas, Dairaghi and Ravelli (2013) discussed the result of the youth empowerment as the young people become clear of their mission of the organization and improve a great deal to bring success to the organization. The higher education can assist to empower the young people of the nation. Thus, it can be said that student mobility



has become the key concern of both the economic and social development because of its quality education and its recognized degree. Youth have opportunities to learn, interact, and demonstrate their talent abroad. Besides, youth can have opportunities to work along with their study. They gain practical knowledge during their student life. In the same way, Gautam (2017) stated that youth mobility has always been destined to live and struggle to urban areas both for education and job opportunities. Therefore, study abroad always empowers the youth to become independent in their life.

### **Theoretical Framework: Youth Mobility as the Youth Culture**

Describing the concept of the mobility, Sanchez-Barrioluengo and Flisip (2017) state that "young people can strengthen their future employability, as well as their inter-cultural awareness, personal development, creativity and active citizenship" (p. 5). Hence, the mobility brings an opportunity for the youth to enhance their carrier, personal development, better quality of education and so on. Furthermore, student mobility is one of the options for attracting foreign skills through the academic-gate approach, which is aimed at attracting talent from the pool of foreign students graduating from local educational institutions and encouraging them to stay and work (Abella, 2006 as cited in Sanchez-Barrioluengo & Flisip, 2017). Hence, the young student mobility explores the opportunities of individual's academic carrier as well as the professional carrier once they leave the country for their higher educational journey. Furthermore, mobility of money, symbols and young people are central to the formation of the contemporary youth period (Farrugia, 2015).

Therefore, youth mobility not only makes them academically qualified, but also makes them financially strong and culturally rich. Similarly, the symbolic

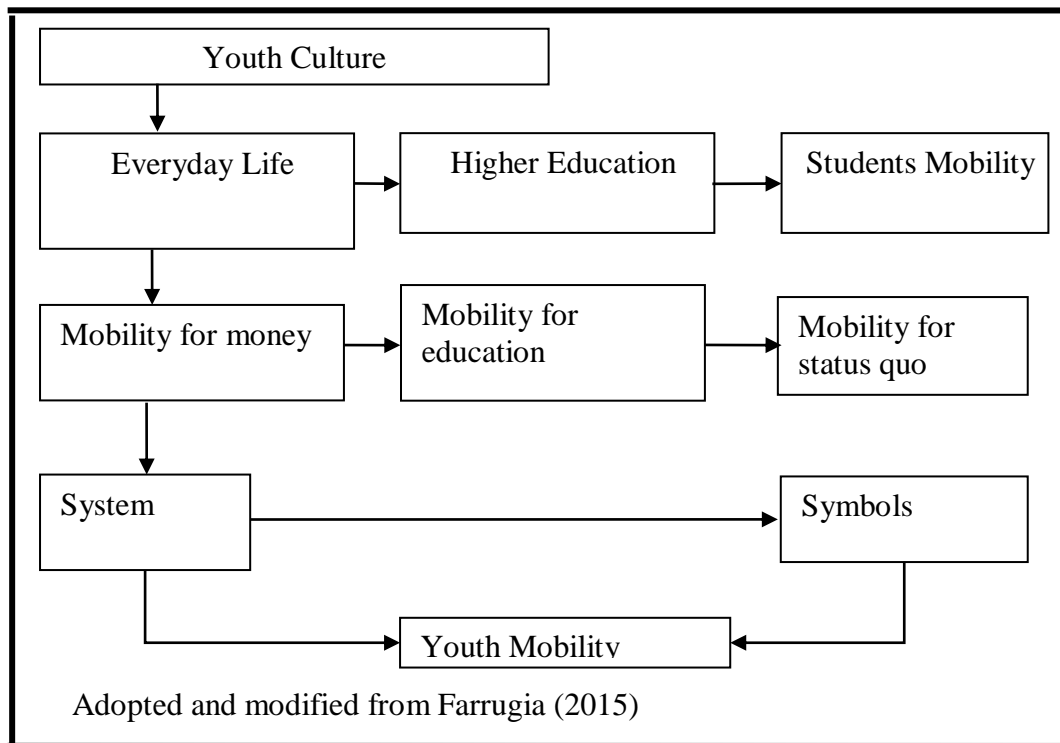
dimensions of student mobility refers to the positions that young people from the developing countries may take up within the flows of symbols and discourses that make up youth culture and define the most valorized youth subjectivities/personality (Farrugia, 2015). Here, the symbolic dimension refers to the youth culture of going abroad students from the developing countries. The going abroad trend has been established as the symbols in the societies. Furthermore, youth become more matured and the interdependent due to the skills and the knowledge they gain abroad. Youth cultures and youth personalities are inserted within cultural a flow which both widens across different spaces and places in the world (Massey, 1998 as cited in Farrugia, 2015). Youth involvement is connected with the different training, knowledge and the exchange program for example, cultural exchanges programs which can enrich them to garner them confidence and self-dependence. Hence, on the one hand, youth can empower their education, skills and abilities by the academic education and on the other hand, they can learn to improve their habit and adjust with the new environment in the developed world through the culture of those countries.

In the same way, young people's lives are influenced by economic opportunity and youth cultural symbols that traverse globally, and the youth mobility is increasingly recognized as the key in studies of education systems and labor markets in global contexts (Dolby & Rizvi 2008 as cited in Farrugia, 2015). It is true that today's youth have been more attractive towards the quality of the higher education as well as the attractive part time job and the post study work after their education, which has become the trend from the least developing countries like Nepal. The youth culture refers to a special subculture of trend of abroad going for their higher education which represents the youth and its society of the developing

countries (Yang, 2014). The developed countries have also attracted the developing countries due to their huge investment in the education systems and the job opportunities for the international students. Hence, the youth mobility occurs not only for the higher education, but also motivate towards the economic opportunities in the developed countries. Similarly, the symbolic distinctions between the developing countries and the developed ones have also complicated young people's relationship to the origin of the country that they remain connected with after they leave, or to which they return from there (Farrugia, 2015).

Similarly, the youth may be motivated to leave the country due to the social hierarchy of the social status in the countries. The status quo of the youth is the way that young people negotiated new positions in these hierarchies of cultural prestige as part of the social and spatial mobility that out-migration to the developed countries entailed (Gabriel, 2006 as cited in Farrugia, 2015). In the context of Nepal, it is a matter of pride for a family if any of their family members go abroad. To have their children across different continents has become an emerging trend due to such attitude. Thus, there is a cultural trend of youth mobility which occurs due to the social status hierarchy among the societies in our current change. Therefore, youth culture of going abroad has become the discourse because due to the economic opportunities and educational opportunities to the developed countries. Hence, the systems of going abroad and the symbol (culture) established due to the economic opportunities, mobility for the higher education along with the mobility for the social status quo in the societies.

Figure 1. Conceptual Framework



Applying the youth anthropology to study the student's mobility abroad, I present how youth culture shaped the trend of study abroad and their ways of thinking for higher studies abroad.

### Chapter Summary

In the literature review sections, I have used different literatures related with youth anthropology, and the higher education is explored. I reviewed the youth culture and its growing trends of leaving the country to pursue their higher education to the developed countries. In addition, I studied the youth anthropology and the current situation of the higher education which can help to understand the youth engagement into the higher education abroad. Similarly, I presented the theoretical framework to explain how youth mobility at higher education abroad is linked with the system and of youth culture.

## CHAPTER III

### RESEARCH METHODOLOGY

This section provides key information about my proposed research philosophy and paradigm selection for my research. In addition, I talked about the narrative research approach to collect the information, analyze and efforts to put in to ensure the quality standards and the ethical consideration in order to complete the research.

#### **Philosophical Consideration**

When I started working with the issues of youth and their willingness of studying abroad, I wondered thinking like nominalism believing that the universal or general ideas are mere names without any corresponding reality. In addition, it is opposite of the realism. I mainly talked about the ontology, epistemology and axiology as philosophical assumptions in this research.

#### **Ontological Assumptions**

I believe that youth migration is a complex phenomenon associated with the worldview of youths, their parents and the community around them. In this regard, I engage in the research in three different assumptions. Firstly, as a relative being, there are different ways of viewing the youth mobility. In my research the youth migrate abroad as they learn with their peers and friends whom I attempted to understand as a relative being (relative realism). I also understand that the real truth is perceived according to the time, space and context of my research. I found that the youth discuss about the student migration in terms of what is happening and how it is understood by them (O'Leary, 2010). However, my purpose of this research is to

explore the youth migration and trends. I believe that there are multiple realities about the student migration since different participants have their own perspectives towards abroad education. I believe that my participants have different views and opinions while they engage to discover the students' migration to the developed countries.

Secondly, I understand that the process of these youth was relational realism to their family and societal expectation which I unpack as relational being. I observed that youths' higher educational abroad journey is connected to their family and society particularly in the developing countries. I found that students' families also expect better life and quality education abroad. Thirdly, my assumptions are led by critical realism on questioning the purpose of youth migration to the international institutions. I observed that thousands of youths are attracted to pursue their higher education abroad. Thus, I have always been raising the question as to why the youths are leaving the country even though there are ample quality education providers in our country. I even found they were attracted to the European countries once they were rejected by the USA, the UK, Canada, and Australia. Again, why do they aspire to go abroad even when they fail to get the visa?

### **Epistemological Assumptions**

I believe on the subjective knowledge of my research topic and how it is acquired and communicated to the human being along with its nature and forms that youth migration is defined by my all participants, who have been growing in a mushrooming way in the country. Webster and Mertova (2007) suggested that narrative epistemology was constructed with the individual's inner experience of human activity in the temporal and spatial form of knowing. Moreover, I frame narrative epistemology which blended both constructivist and critical ways of

knowing. In the first layer of narration I framed a plot of the stories with constructivist ways. Then I employed critical ways of knowing to questions the effort of the youth.

**Constructivist ways of knowing youth.** I tried to construct knowledge based on observations, interviews and the experiences which are shared by my participants in this research. In doing so, the constructivist view of knowing the youth focuses on their own knowledge which is based on their own prior knowledge and experiences while they apply to know the youth (Gunstone, 1995). In this context, Etherington (2013) states that constructivism bases on the personal idea to create the reality. Hence, everyone perceives and interprets the existing world with their 'belief system'. I understand that the youth migration for their higher education purpose has become a global phenomenon. I myself visited the field to engage into my research participants in order to understand their realities, their beliefs and their understanding about the youth migration for the educational purpose. While on visits, I also observed that my participants were involved in inquiring to explore more about the pros and cons of educational abroad journey. Furthermore, I conducted the interviews, observation, field visit and reflection to construct the knowledge to understand the youth migration and their impacts on the research. I also believe the subjective understanding of my participants to explore how the youths go through this process and their pain and gain during the journey of abroad education.

**Critical way of knowing youths.** I believe that critical ways of generating ideas from my participants can help me explore the indepth issues of research. In doing so, I was engaged as the critical researcher with the youths to explore the depth of information on the trend of higher education abroad. During the interaction with them, I found that they were passionate about pursuing their higher education for the quality

education in international institutions. I always believe my participants as they are resources for the information in my research and asked questions to explore the reasons to leave the country to the western developed countries. Despite having plenty of colleges and universities in the country, why do students wish to pursue their higher education abroad? Why do they not return from abroad once they leave the country even after completing their study abroad?

### **Axiological Assumptions**

I believe that my participants carry different views on the regard of higher education of youths in abroad. I personally engaged in conversations with them during my research journey and seemed that they were more interested to go abroad for the sake of better life and quality education. I value the youth culture as a new dynamic of social and cultural construction while as most of the participants of my research is youth and their concerns for their higher education abroad. Since I was an international student when younger, I reflected on my own abroad experiences. This was decided after listening to the stories from my participants. I interacted with them regarding various issues of studying abroad. Doing so, I employed the youth culture into my research to explore their beliefs, symbols or values of youth considering them as an important asset to build the society in the developing countries.

### **Paradigms: Blurred Circle of Paradigms**

I used two paradigms: interpretive and critical blurring, but dominantly, interpretive paradigm in this research. I believe on multiple perspectives of research participants. It is to understand individual experiences of immigrant students, with the belief that reality is subjective and constructed by the individuals (Lather, 2006). Similarly, it always looks into the multifaceted dimensions of human behavior



towards my research topics and asks the explanation through the individuals' perspective on the phenomenon of student migration (Cohen, Manion & Morrison, 2000). I also asked the individual experiences of the participants for their own perspective related to my research topics.

### **Interpretive Paradigm**

With the help of the interpretive approach, I explored the detailed information through the people's feelings on the student migration and their interpretation about my research topics (Williams, 2000). In defining so, McQueen (2002) defines that the interpretive researcher always views the world through the individual eyes and choose participants who have their own interpretations of reality to encompass the world view. The paradigm, I used in this research is supportive to explore and interpret the tendency of the abroad going students and their lived experiences through my research journey. The interpretive paradigm always approaches the reality from subjects, particularly who have their own experiences and accepts the multiple viewpoints of different individuals from different groups (Thanh & Thanh, 2015). Interpretative research space offer menegotiate when I entered into the field. Although, I have mentioned in the ethical standards, it helps me establish the shared zone which helped to enhance inter-subjective issues. Thus, I used the interpretive paradigm to explore and understand their feelings and experiences about my research topics. As an interpretive inquirer, I identify and discover the participant's reality through their view, their background and experiences as the data is collected through the interview (Thanh & Thanh, 2015). Besides, the interpretive always seeks to understand a particular context, thus, the reality is socially constructed (Willis, 2007).

### **Critical Paradigm**

Critical theory talks about multi-disciplinary approach to deal with life experiences, the phenomenon in a society with humanity and justice by allowing individuals to be reflective rather than simply recital (Qutoshi, 2015). Similarly, the critical research paradigm pays attentions towards the issues and identifies the beliefs and practices of youth about the youth migration (Taylor & Medina, 2013). I also think within critical paradigm to analyze their experience. Critical paradigm helped me to probe and make aware the youth and their processes and outcomes from their abroad journey. I raised the questions such as why do they leave the country eventhough we have large number of quality education providers here? Why do they spend large sum of money for the abroad education? Why do they want to go abroad once they return to their home country? Why do even the parents encourage them for the abroad education?

Hence, as a critical researcher, I reflected critically to explore more about the youth higher education and their struggle during the process of abroad study. I interacted as well as listened to their stories and reflect on how things should be happened to the youths in their higher education abroad. Therefore, the critical approach became useful tool to gain a valuable insight by analyzing their experiences about the trend of going abroad for higher education.

### **My Research Design: Narrative Inquiry**

Interpretive paradigm, by its key assumptions, facilitated me in exploring subjective world of research participants and make sense of their experiences. In so doing, I used narrative inquiry as narrative research approach always positions stories as central human meaningmakingasthey see narrative inquiry is the study of experience(Claninin&Rosiek, 2007 as cited in Dwyer&Emerland,2017). Likewise,

Casey (2012) defines that “narrative research is, at present, distinctly interdisciplinary, including elements of literary, historical, anthropological, sociological, psychological, and cultural studies” (p. 212). Similarly, Connelly and Clandinin (1990) note that the use of narrative research is to use the human as storytelling organism who individually and socially leads storied lives. Thus, it helped me to narrate the real story of the students who were pursuing their higher education abroad. In addition, this method disproportionately emphasized the individual instead of the social context in which life is lived (Connelly & Clandinin, 1990). With the help of the narrative inquiry in my study, I attempted to explore the lived storied of the students that linked the contexts, events and their experiences about the student migration (Taylor, Settlemaier & Luitel, 2009). I used the narrative inquiry in order to explore my research on the student migration through the individual experiences of both the parents, students and the educational consultants in the context of Nepal. In the same way, the reason to use the narrative inquiry is that “the principal attraction of narrative as a method is its capacity to render life experiences both personal and social in relevant and meaningful ways” (Connelly & Clandinin, 1990 as cited in Webster & Mertova, 2007, p.10). My participants are both the undergraduate and graduate students where six of them were doing their student visa processing and the other two were returnees from abroad after their study. Similarly, in narrative research, the stories that we read and hear in and outside can help us learn about the subject matter of instruction or about the strengths and shortcomings of teaching itself (Mendieta, 2013).

In my understanding, methodology is a philosophical dimension that connects the research problem with its appropriate methods. In doing so, I used narrative inquiries which are rich sources of knowing and meaning making (Dwyer

&Emerland, 2017). In doing so, I used narratives inquiry which brought the words and stories of my participants (Fontana&Frey, 2008). In doing so, I first listened to their stories, then,I noted down and recorded their version. They shared their experiences of preparing abroad and struggles they experienced while there.In this context, I also believe that the participants are story tellers who see everything in their stories (Webster &Mertova, 2007). In addition, I probed several questions to generate their stories of experiences for abroad study. I became the narrator andlistenerof their stories while the participants (the students) narrated their stories (Denzin& Lincoln, 2005). Likewise, Dewyer and Emerland (2017) noted that narrative approach to yield richly detailed accounts of a singleperson or case study, with a focus on the particular, the unique and the individual. I explored lived experience of the prospective students who wanted to leave Nepal to pursue their higher education and graduates who had completed their education abroad.

### **Research Field and Participants**

In order to conduct this research, I visited fifteen educational consultancies which are located in Kathmandu. Initially, I talked to around 75 possible research participants and gradually, narrowed down the number of participants. Finally, I fixed eight research participants based on their availability and the purpose of my research. My eight research participants namely; Renu, Bhuvan, Bina, Urmila, Yubaraj, Pradip, Ujjwal and Rojina to participate voluntarily in the study as key informants. They were chosen as my potential participants since they had different experiences about abroad study. At first, i took their verbal consent to participate in the study. Among eight of them, Renu,Bhuvan and Bina were excited to go abroad, whereas Urmilla,Yubaraj and Pradip were experienced in their struggles and the rest two, Ujjwal and Rojin were already returned participants. Then, I conducted face to

face interviews with each participant one by one. I mostly collected data from the students who were in the student visa process and completed their higher education abroad. I was lucky to meet them personally to hear their own struggle in the process of student visa and it's achievement they gain abroad.

Likewise, the stories and narratives of my participants are the data in the same way, the mode of analysis and the delivering the data are key for the research (Polkinghorne, 1995 as cited in Dewyer & Emerland, 2017). In addition to this, I observed them, listened to their problems and achievement during the process of studying abroad. Then, I used my reflection. I used a few students from Kathmandu valley who want to pursue their higher education abroad for the undergraduate level and the post graduate level. I changed their real identity to maintain the confidentiality during my research. Lastly, I used only the pseudonyms of my participants during my research.

### **Introduction to My Participants**

I have selected eight research participants for the deeper engagement with them exploring their experience of preparing for higher education.

#### **Renu**

Renu is originally from Bhaktapur district who always dreams to go the USA for further study. She is 20 years old, a talent young lady from the Newar community. Her father is a school teacher and her mother is an ordinary housewife. Renu completed her primary and secondary school from private school near by her home. Once she passed her School Leaving Certificate (SLC) securing distinction marks (83%), she started dreaming of going to the USA. Hence, she wants to pursue her education in the USA as it is her dream-land as well as her destination, from where she wants to support her family in Nepal.

### **Bhuvan**

Bhuvan, borned in Gulmi district, always wishes to get permanent residency (PR) of the developed countries such as the UK, the USA, France or Portugal. Although his parents want to see him as a government officer in their own country, he does not share the same thought. His parents prefer to spend money for his education in Nepal. Therefore, they are not supportive about abroad. However, he is desperately trying himself for his abroad journey. Before this, he tried for British Army more than twice. Although he was a bright student, he dropped his study two years ago because he joined a training center for the British Army. He dreamt to be British military for which he spent plenty of money for the training. Luckily, his family is economically strong and supporting him for his expenditure including education.

### **Bina**

Bina wants to go to Australia for her higher education although she has a very poor English language skill to achieve the required IELTS score for the admission process. She is originally from Butwal and has been taking IELTS class for 6 months. She is married and wants to take her husband as a dependent. She thinks if she goes with her husband, she will be financially secured and there would be high chances of getting permanent visa in Australia. Therefore, she needs almost 7.0 band score in the IELTS test. It is her third attempt to take the IELTS examination. She is supposed to score 7.0 in each skills test of IELTS, but so far, she has only scored 6.5 as the highest on her 3rd attempt. It is clear that she is quite obsessed about her journey to Australia. Bina passed her SLC from a community school. She started to learn English from the fourth grade. Because she never communicated English in school

and she only learned language to pass the exam, she hesitates to speak English in public because she believes that she has poor language competencies.

### **Urmila**

Urmilla, a young talent lady, has already been to Australia with her husband for her higher education and returned Nepal a year ago. She belongs to a well off family in her village. She has profound academic records in her school level and the higher secondary education. She was so hardworking student that she topped the SLC board examination in 2006 from her school. She fell in love with someone from her class when she was in eighth grade. Both were interested to go abroad for their higher education abroad. They used to live together during their student visa period in Australia. At the end, they had a huge dispute with one another and she left the country.

### **Yubaraj**

Yubaraj, a private college lecturer, has two children. His wife has a strong desire to move Canada, and herself is a lecturer. She always dreams of going Canada as a permanent resident because she is greatly influenced by her friend who had already been to the Canada. Yubaraj seems worried because they may jeopardize the future of their children while her wife is motivated towards the high quality of life of her friends in Canada, Yubaraj has never thought of going abroad.

### **Pradip**

Pradip, originally from Ilam, eastern part of Nepal, has struggled a lot to get visa done for Japan. He is ecstatically happy for getting student visa, although, financially, he is struggling and unsure about managing required amount of ten lakhs for the tuition fees. Besides, he had serious family background. He had to look after his 60 years old mother and father who have been suffering from chronic heart

disease. He also took care of his siblings. All in all, he was a breadwinner of his family.

### **Ujjwal**

Ujjwal, a UK master's degree holder from the UK, has succeeded to establishing his own higher secondary school and currently is teaching in his own institution. He was born in Urlabari, Morang, Nepal and belongs to a middle-class family. Upon completion of his higher secondary education, he completed his master degree with self-finance, in other words, without depending up parents. He taught in different institutional schools after his Bachelor's degree in Kathmandu. He possesses good academic record and the English language proficiency to get the admission for his further study in the UK. He went to the UK in 2010 for his Master's degree in creative writing.

### **Rojina**

Rojina, graduated in Bio-chemistry from the UK, has established herself as a science teacher in a reputed school at Kathmandu. She grew up and completed her study in India and prepared her academic journey for the UK. She completed her School Leaving Certificate and higher education from Darjeeling, India. Because her father was an army in India, she spent most of her childhood in different cities of India. Her parents supported her to complete higher secondary education and she earned her graduate degree from the University of Teesside, the UK because, financially, they were comfortable. She never felt money shortage in her student life. She returned to Nepal and started teaching carrier at school in Kathmandu.

### **Engaging in the Field**

I, personally, visited and conducted the interviews with the selected participants to collect the research information. I have a network of relationship



which is also called the social capital in order to engage into the field (Leeds, 1964 as cited in Long, 2001). I personally visited to the educational consultancy to find the possible participants to explore about my research topics. Similarly, my experiences of international study also enhanced my ability to understand them. Before engaging into the field observation, I selected both the participants and the research site in order to make the field notes for my research. I chose them on the basis of their knowledge and understanding of the education systems of Nepal and abroad. Likewise, engaging in the observation always occurs in natural contexts and participants always naturally engage into the interaction (Denzin & Lincoln, 2005).

In doing so, I reflected on it to explore more information and knowledge about my research topics. During data collection, I visited the educational consultancies to observe the activities, process and the outcome of my participants. I used to go to the educational consultancies and observe their situations. I frequently met them to acknowledge their pain and gain lively during the student visa process. I interacted with a few participants who are returned after completing their education abroad and gaining knowledge and skills abroad. The returnees are able to establish their own schools in Kathmandu

While engaging in the field, I personally went to interact with the participants and employed the critical events of my participants. In doing so I focused critical events into three different phases of the participants' life. First, I focused on their preparation to abroad study, second their departure to abroad and the stories of the returnees to blend their existence and survival as (Webster & Mertova, 2007) proposed. I chose these critical events of my participants with the narrative sensibility and reflection (Gautam, 2016).

### **Generating Stories and Meaning Making Process**

I generated the data through the field work to remember and record the behavior, activities, and events after the observation (Schwand, 2015). I had chosen my participants who wanted to pursue their higher education abroad and who returned from abroad after getting higher education abroad. Thus, my field is educational consultancy which is located in Kathmandu. Mostly, I took their time and went to the field to conduct the interviews. I first inquired with my participants whether I could choose them as a participant or not. This step was crucial in helping them to trust me and vice versa. In the initial stage of the negotiation, I told my stories abroad to them, which helped them realize them as if I was on their shoes once. Gradually, I became more and more familiar with them and gained full trust.

I conducted face to face interviews during the meeting. I engaged them through the personal interviews to generate the information in this research. In doing so, I generated more ideas from the interviews. Similarly, Keegan and Ward (2003) suggest that the audio-record the interview along with the field note helps to collect in depth information. I experienced that narrative interviews go differently unlike neopositivism, which only produces the superficial and cautious responses (Alvesson, 2011). I was not much experienced in such types of interviews rather I asked questions to the participants and brought back what they shared in the initial stage of the research. However, I sensed that I could not frame stories from such superficial interviews. Dwyer and Emerald (2017) state that stories as central to human meaning making process as well as the narrative inquiry is the study of experience. Then after the consultation with the supervisor, I set another follow up interview in which I knew the value of trust in the narrative interviews. I was skeptical whether I call it interview or these are simply informal conversation taken

place in a casual manner. Perhaps, my epistemology of interview was guided by emotionalism and constructivism. In doing so, my position in the interview offers the distinct views on these and I am concentrating on this method research practice here.

In addition, the interview process helped me to expose their points of views to support my research agenda. In doing so, I followed the ideas of Silverman (2006), 'emotionalism' as a tool of brining subjective experiences of the participants which is mostly conducted in the natural setting with casual conversations. This approach helped me capturing the emotions, values and practices of my participants. Sometimes, I visited there without information and observe the situation to prepare the field notes to remember their activities during the time of generating stories.

As soon as I returned home, I read the field note and critically reflected on those activities and generated the complete stories for my research. According to Saldana (2009), "coding is a process that permits data to a segregated grouped, regrouped and re-linked in order to consolidate meaning and explanation which also enables to organize and group, similarly, categorizing shares some characteristic such as look like or feel alike" (p.7). Furthermore, Saldana (2009) states that coding consists of interview transcripts, participants observation, field notes, journals documents, literature, artifacts, photographs and so on. Then, I engaged with the audio tape clips, field notes and reflective notes which I changed into the sensible text.

In doing so, I adopted three strategies of rethinking, reorganizing and reflecting on the interim text of the research from my positions. Rethinking their stories from my position helps me to present their narratives in the third person because I have more flexibility presenting the characteristics of my participants. In order to present several fragmented events in the life of the participants I made a plot

of the stories and employed my reflection to generate meaning. Usually, I have employed thinking narrative techniques of Saldana (2014) for generating themes from their interview.

Meaning making process was not isolated from several other activities of the research such as reading, writing, and thinking, interviewing, and producing research text. In this regard, meaning making process is completely rooted on my epistemological assumptions such as they face difficulties while going but they experience new success once they are able to adjust in foreign land, of youth and their choice of abroad study.

Rethinking the interview offers me three ideas to frame narratives: a) presenting their narrative in the first person who helps me to distinguish researcher and participants. Epistemologically, it was challenging to differentiate with researchers and participants in a level to design narrative. I generated meaning from the involvement of the youth in their culture and social contexts. In addition, those field notes or the memos from the observation really helped me to explore detail information about my research topics from the participants. Similarly, through the field notes, I got chances to find out the accurate information and used my own reflection to explore the depth information about the topics.

### **Quality Standards**

I tried my best to maintain the quality in each and every step of my research. I followed the four aspects of quality standard of research; creditability, transferability, dependability and conformability (Denzin & Lincoln, 2005). I applied those four criteria to make my research trustworthy and the transferability. Similarly, I always preferred the participants' wishes and feelings during the interview process because of which I allowed my participants to check my findings and stories for the further

comments and the suggestion. This not only made my research authentic but also valuable. While in the process of collecting the data, I interacted with the participants in the field, listened and understood their opinions and points of views and interpreted their individual lived experiences. Additionally, I used the peer debriefing to ensure the collection of the valid information to conduct my proposed research study. On top of that, I worked with one or more colleagues in order to bring the quality study during the peer debriefing process. Most importantly, I perceived the world from the perspective of the other participants, which also helped me to jot down the in-depth information of the participants' motivations, concerns and behaviors.

### **Spatiality**

I believe that space is important issue to explore the knowledge about my research. In the same way, Connelly and Clandinin (2000) maintain the place which means the specific concrete, physical and topological boundaries to inquire the events. In doing so, I presented the events and inquired about their stories which are occurred in the specific place in my research. I presented the story and their experiences who were engaged to pursue their higher education to the developed countries. Many of my participants were found in the education consultancies from where students are sent abroad for their further education. I conducted interviews with eight participants to explore the youth student migration, their processes and the outcomes. I was engaged with my participants to explore their values, behaviors, life experiences and understanding to know and understand about the research topics.

### **Temporality**

As a narrative researcher, I was aware of the sense of time to describe the events which had taken place under certain space and time (Connelly & Clandinin,

2000). In so doing, I was aware of presenting their past, present and future. I managed to link the experiences of my participant into the proposed research. Furthermore, it helps me explore the deeper level of information to understand the contexts of my research. Under certain time and space, I was able to generalize context of my research study. In addition, it enhanced my understanding of their experiences, pain and gain by describing the research context and the assumptions that were central to this research.

### **Sociability**

I established a rapport to develop the relationship with my participants to conduct this research, but later we turned to be friends, very close to each other. I always believe that trust can extend our relationship for long-term in future. Thus, all of my research participants are very good friends of mine now. I met them more than four times during my research journey. We also developed a sense of care as well and communicated through email and phone calls about the higher education in Nepal and abroad. Similarly, I maintained confidentiality of the information they provided about them. I asked their personal and subjective experiences of higher education abroad, however, I dealt them by maintaining anonymity. I am also hopeful that the ethics of care and compassion are maintained by following confidentiality during my research process. I reflected my own ideas to construct the stories to explore the process and outcome in their process of higher education abroad. I myself was an international student, so it helped me enormously to reflect about the youths' experiences in their journey abroad. Finally, reflexivity helped me to explore my beings as one of the participants of the research who arrived, survived, and revived in Kathmandu.

### **Credibility**

I tried to establish the credibility of my research through the prolonged engagement and determined observation in research site (Lincoln & Guba, 1985). In doing so, I interacted with my participants in the field personally and observed them closely. My research area is located inside Kathmandu valley. I engaged with my eight participants who have experiences of study abroad for the narrative stories. I recorded field notes and read it again and reflected my own ideas. It provides me the multiple perspectives in my subject areas. I closely observed the participant's activities and took field notes to narrate the different context of my participants. I consulted my progress with my supervisor to incorporate his valuable feedback. Furthermore, I shared my draft to my peers for their reflection in my dissertation.

### **Ethical Issues**

Although I worked in the educational consultancy, I ensured that none of the participants from my consultancy. I visited different educational consultancy in Kathmandu. I never became happy in my business. As being an educational consultant, I myself feel bad to observe the current situations of studying abroad. I can feel the struggles of my participants during the process of student visa. During the time of data collection, I followed the moral guidelines and the ethical principle to conduct my research. Such ethical questions appear today as personal disclosures, authenticity and credibility of the research report, the role of the researchers in cross cultural contexts and issues of personal privacy through forms of internet data collection (Israel & Hay, 2006 cited in Creswell, 2011). I have used the pseudonyms of my participants' herewithin. Both I and my participation are aware of my research goals, methods and the research plan for the further research study in order

to maintain the ethical issues in my research. I ensured their comfort and I appreciated their valuable time that they have spared for me. In doing so, I respected and valued my participants during the research journey (Lichtmen, 2013). I frequently visited to my participants to explore the in-depth information and kept in touch by sending messages to enrich the relationship with them. I want to explore in-depth information from my participation.

I used the relational ethics in order to complete this research. Similarly, I empowered the relationship among the respondents to involve their feelings of connectedness that are developed through the situations of equality, caring and intention of the respondents (Kara & Pickering, 2017). As a narrative researcher, I first listened to the respondents so that during that time the respondents would have time to tell their stories. Then, I enfolded the rich accounts of the respondents and their lived experiences in a relational way and remained conscious to follow the ethical issues. I also assured them to feel free and confident in order to convey the information about my research questions. I respected their readiness of participation as they were free to leave and avoid any questions if it was uncomfortable to share. More importantly, I followed the ethical guidelines which is supposed to call the ethical stand points that led me whether I was on the right track or not in the process of completing my research ahead (Cohen et al., 2007).

### **Chapter Summary**

This chapter three explains the methodology of my research which enriches the different philosophical assumptions such as ontology, epistemology and the axiology to understand my research into the depth level. In addition, I used both the interpretive and critical paradigm to study my research which can help to view my research subjective world of my research participants and the critical ways of



understanding my participants. Similarly, I used the narrative enquiry to hear the real stories and feel lived experiences of my participants in the research.

## CHAPTER IV

### LET ME FLY ABROAD

The forth chapter addresses my research question: How do the Nepalese youth students narrate their stories of the process of abroad study? In doing so, I narrate the stories of my three participants Renu, Bhuvan and Bina. Then, I reflect on their stories connecting to youth anthropology (culture) about their trend of going abroad for higher study. In spite of having numbers of the higher education institutions in the country, youths are leaving the country to pursue further education in developed countries. Moreover, youth migration for study purpose has been agrowing trend among the youths of the developing countries like Nepal. I have reflected my understanding and experiences of studying and staying abroad as I have also gone through the similar experience. I particularly went through the youth culture within the youth anthropological studies. Therefore, I have relateded my struggle abroad along with their stories in this chapter.

#### **Renu's American Dream**

It was a day on the of 1<sup>st</sup> of August of 2017, I was thinking to meet my research participants. For this purpose, I went to the EDU Consultancy Private Limited, which was located in Putalisadak, a hub of educational consultancy in Kathmandu. I had booked an appointment with the manager at 12:00 noon. When I entered into his office, he was busy in counseling to Renu. I sat inside the waiting room in the corner of the sofa in that consultancy. Due to the small space of that consultancy, I could see them easily and I overheard the conversation between the young lady and the consultancy manager there. I closely observed their activities and

conversation, which I found was interesting. After their conversation, I met the manager there I inquired about the lady and came to know that her name was Renu and she was originally from Bhaktapur. It was her first meeting in that office. Then, I tried to approach the lady individually to top plan to meet for further meeting. I visited other consultancies to meet other participants and talked to few possible ones. Then, I came back to my home and started thinking about my possible participants. However, Renu's passion for America grabbed my attention. Therefore, I planned to visit to the EDU consultancy again to meet that lady the next day. It was 8 am, the next day I was standing at the front gate of the EDU consultancy. Renu appeared among the other young students who were taking their TOEFL class. I went close to her and told her that I met her in the office of the Manager yesterday and overheard the conversation with him. I, then, introduced myself and that I was doing research among youths who were planning to go abroad. She smiled at me and accepted my request of sparing few minutes to talk about her passion of studying abroad. So, we sat down for few minutes for the interview.

*I: Could you introduce yourself?*

*Renu: Yes sir, I am Renu, originally from Bhaktapur district. I just completed 10 plus 2. I want to pursue my higher education in the United States. So, I am taking TOEFL class now.*

*I: What made you excited to pursue your further education in the United States?*

*Renu: During my college time, I always dreamt of going to the United States. Most of my friends and relatives have already settled down in the USA. They also encourage me to go there. In addition; the US degree is recognized and provides more opportunities after our further education in comparison to the other countries.*

*I: Could you share me about the student visa process for the US?*

*Renu: Sure, I needed to have good academic record along with the higher score in TOEFL and SAT test. Moreover, I have to show the documents that show enough financial support for my education, during the visa interview.*

*I: Can you prepare the entire document for your journey to the USA?*

*Renu: I am good at my academic degree. I got over 75% marks. I can also achieve good score on my TOEFL and SAT. I am doing my best now. But, I still doubt on my financial documents as I am belonging to a poor family. Thus, I am trying for scholarship to waive my tuition fees during my study period.*

*I: Can you tell me about your family background?*

*Renu: I come from a small middleclass family, where my father is a private school teacher and my mother is house wife. We depend on the traditional farming profession.*

*I: Do you think your dream will come true?*

*Renu: Of course, I see my career and education in America. I even tried my best to score higher marks in the language proficiency test. My parents are also supporting me financially for the processing costs. If I scored higher points in SAT and TOEFL, I would also be able to find scholarship in the university, which ultimately makes visa interview more comfortable. (Filed interview; 1<sup>st</sup> August 2017)*

While returning from the EDU consultancy, after meeting with Renu, I reflected her situation and dream for going to America. She was raised in a middle-class family. Her father was a private school teacher and her mother, a housewife. She completed her primary and secondary school education from a school nearby her home town Bhaktapur. She was a bright student in her school because she scored good marks in the final. She completed her School Leaving Certificate (SLC)

examination securing distinction position in 2013. After completing her School, she continued her study in private college in Kathmandu.

Renu shared that she studied intensely to achieve higher scores in her academic degree. She achieved 81% in SLC and 75% in grade XII. It was not easy to achieve a higher score in school and in college and that she did not like to continue her education in Nepal, though there are several possibilities to continue her undergraduate in different disciplines.

I was surprised to listen to Renu's aspirations to go abroad for higher education and wondered what appealed her to leave her country? Is she certain that she would get quality education? Does the reason of her abroad study increase her income and education? How do they set dream in the USA? I came across with such several questions. During my professional life in the consultancy, I came across several youths like Renu who would like to go abroad at any cost.

Renu was passionate enough to achieve American dream even if she was living in a middle-class family in traditional Newar family in Bhaktapur. Due to her dream of the USA, she was planning to apply in the college where she would get easy process in the best universities in the USA.

When she was studying in Grade XII, she would save her pocket money for the tuition class so that she could score higher marks in the class. She remembered that most of her friends in college often used to go to movies and dating to different places and would spend plenty of amounts for their dresses. However, most of her time, she limited herself in reading books and references. She was highly dedicated in her education in school and in the college as well.

She had heard that the USA degree is internationally recognized. She still remembers how she used to tell her friends about the USA and her study when she

was in her higher secondary school. After completion of higher secondary study, she started taking TOEFL preparation classes and visa documentation which are needed to get admission and visa to the United States. She also noticed that the USA offers scholarships and grants for those who have outstanding academic records. Thus, she wanted to achieve a higher score in TOEFL and SAT for the scholarship. She knew that higher the SAT score better the chance of getting scholarship in the USA universities. It was easy for her to score a highmark in TOEFL as she completed her school from an English medium school and college. Her passion for abroad study was the result of American dream. How passionate youth like Renu are to achieve American dream?

American dream was reflected in each and every moments of Renu's life. Bensefia (2015) states that America dream is about the liberty, unlimited opportunities, simple living, happy family, and supporting oneself with honest, hard work where no one vies for things like that anymore. Renu could be no exception to achieve such dream but I was surprised to observe how deeply it has been rooted in the mindset of youth.

Thus, youth like Renu were attracted to fulfill their dream of going to America. Likewise, Renu became optimistic that the USA would bring lots of opportunities for she completed her studies there. She dreamed of getting unlimited opportunities and happiness in her life in the USA. She also communicated with her relatives who had been living in the USA for a decade. They also encouraged her to come and settle in the USA. Therefore, she really liked to go to the USA.

When she communicated with her friends who were living in the USA, they shared that they worked part-time besides their study. She became more interested to work, earn and learn there. Her friends shared they fully enjoyed their life in the

USA in terms of drinking, dancing, playing with full security. They seemed to be enjoying the western life over there.

Renu was really envious of her friends when they posted their pictures on the beach and in front of big shopping centers abroad, on social media. She was fascinated by the lifestyle of the USA, and believed her friends were not only studying but also earning decent money, so they were self-dependent. Similarly, she told me that her interest of going to the USA was for pursuing the quality of life as a student. Those friends who had been living in the USA were still in contact with her, most of whom were living quality life over there even though they were on the student visa. However, she was worried about her future if she had to stay in Nepal. She could not earn money while she continued her study here. Apart from the study in the USA, her friends shared that students were involved in international experiences such as internships, works, volunteering, and directed travels, so long as they were driven to a significant degree by learning goals (Peterson et al., 2007). But, in Nepal she would only pass her time doing hardly anything beside her studies. She thought that foreign study would teach her to appreciate different cultures and the languages. Today's youth navigate a world that becomes simultaneously more interconnected and less capable of silencing long-standing inequities (Philips, 2018). Renu is one character who wanted to discover the world and tries to study her further study in the USA because she thought that the American Universities had quality education to learn and explore her as an independent youth. Renu, like youth from all over the world, had a dream of going to America for their higher education. She was planning to start her own business in Nepal, after she returned from the USA with a recognized degree. Therefore, she figured out if she could complete these courses in the USA, it would equip herself with the tools and learning experiences to run her

own business. She thought that the studying abroad would be inspiring, exciting and life changing since the opportunity of study abroad might occur only once or twice in her life.

She also expected to find out of her chosen course that would explore different ideas. Further, it would help her to come up with a unique business idea that she planned on implementing when she would finish her study there. Renu added that education in the USA would give her a completely different perspective to explore her ideas into her learning phase. She expected that there would be an assignment and practical workshop where she would be required to do some business networking with other people within the industry. She would find some amazing information and practical skills which might lead her to develop ideas for her future business.

Like Renu, I also experienced that the best part of being in an international university for an international student is the diversity and openness which always inspires them to learn from new cultures. Besides, there is always something to learn from them. Perhaps, Renu heard that international exposure of the University helps her to achieve knowledge and skills of different companies that became the key to start our own business in upcoming future. Renu's expectation would be true that studying abroad creates a better opportunity for youths to improve their lifestyle, broaden their knowledge, and provide the option for livelihood, income sources, cultivate the new culture and civilization and so on.

However, I was critically thinking about the role of the youth abroad. I have observed many youth who struggle in foreign land to meet their basic needs in their everyday life. To me, it was clear that Renu was completely unaware of the challenges she could face abroad. Many youths like Renu came to my office asking



the swift ways of going abroad without much preparation and economic situation. All they desired was to fly as if someone would fund their costs without any effort.

### **Poor Renu: In the Party and Off the Party**

After my first meeting with Renu, we became much closer and exchanged our phone numbers. I frequently called her to know about her visa process and had coffee together in the evening time. This created an opportunity for her to be more open towards me. For the next meeting, we decided to meet in Unity Café in Baghbazaar on the 5<sup>th</sup> of August 2017. Our conversation was based on her process of her journey to the USA;

*I: How are you and your parents?*

*Renu: I am good and they are also fine. But they are quite upset about me and my future. (She looks quite upset).*

*I: What's wrong with you Renu? What happened?*

*Renu: Actually, we had a party last night in our community, which I attended with my parents. There were almost a thousand of people gathered including several of my relatives. Most of them had permanent residencies of the USA. These people were busy talking about the relatives in the USA. Some of them were gossiping about their plan to go to the USA. My parents greeted my relatives as a social courtesy, to which they did not respond. I felt insulted in front of my parents and felt disappointed.*

*I: Could you tell me why they might have done so?*

*Renu: Yes, it's my poor family situation. None of my family members is living in the USA. (Field interview, 10<sup>th</sup> August 2017).*

I found that going to the USA has become the trend of the youth in her hometown for past few years in Bhaktapur. Thus, going to the USA and settling down has become the talk of the town in her locality. She felt very sad with the emerging situation of

settling abroad. Although her parents approached to them, they did not pay attention. They were standing closer to them, yet they pretended as if they had not noticed before. One of the relative's first questions to her father was if he would send his daughter to America and that she had already completed her school. She did not feel comfortable in the crowd and felt guilty that she was not able to go to America for the higher education. Those relatives behaved as if they were superior in the society and had assumption that Renu should have been to the USA either in the student or the other diversity visa. She and her family, was not impressed with the attitude of their relatives.

Some of the friends who had American PR were physically present at the party. One of her friends questioned what she was doing in Nepal and if she had tried for the USA visa. Due to this, she felt very upset and inferior after the incident. Even her parents felt bad as they were unable to send their daughter abroad. Thenceforth, she made a decision to go to the USA in order to save her prestige in the society. Beside this incident, she used to ignore her friends' suggestion of applying to the USA in the past. She tried to convince her parents and assured them she would also go to the USA in the future. That was when she determined that she would make her parents feel proud in front of her relatives.

### **Status quo and Abroad Study**

On the 12<sup>th</sup> of August 2017, I visited to Renu's old house made up of bricks, mud and cement, I observed the desperate wish of her parents to send her abroad. When I was talking to Renu in a small living room of her house, it gave an identity of a middle-class family. I and Renu were talking about her plan for abroad study, her father arrived in an ordinary dress and seemed quite lean. Then Renu introduced me to her father to whom I greeted. Renu said:

*I grew up in a poor family, but, my parents sent me to a private English boarding school and a renowned college. I am also taking TOEFL and SAT class to achieve a higher score in order to get 100% scholarship for my higher education. I will never let my parents down in front of my relatives who boasted of their permanent residency card of the United States.*

I learned that he was a school teacher, who may not be on a high salary. So, I wondered how this family would afford her education in the USA. He also shared that although he could not pay university fees of the USA, he was still willing to send her because he could not limit his daughter's aspiration.

He shared that he was able to collect the fees of the first semester and was hopeful that she would earn and pay the remainder of her college fees. But it was not easy for the middle-class family like Renu's. It is indeed true that parents are the caretaker of the children. Parent's involvement is widely understood to shape youth outcomes, including delinquency and academic achievement (McKay, Lindquist, Melton & Martinez, 2014).

Here, Renu was brought up and her schooling was paid for by her parents. After completing her higher secondary, she wanted to go abroad as her parents were not able to pay for her higher education. Moreover, she also wanted to earn and pay for her tuition fees for her study as the abroad study would provide the part-time job along with her study. Thus, youths have to move away from the small towns to bigger cities where more social, economic and cultural possibilities are available to explore themselves (Horkai, 2008). I also have experienced myself while I was in the UK for my higher education. However, it was good for me to gain experience of abroad study which helped me to develop skills in communication,

teamwork, timekeeping, interpersonal skills and workplace-relevant English language skills.

In emerging situation, even the family members expected more from young students when they are abroad. For instance, I used to work more than twenty hours per week in order to survive in a foreign land. I used to earn two lakhs per month, which was a decent salary. It is true that the relationship between the socio-economic status of parents and their children have been observed almost universally across societies, and using a variety of measures of social status, of which education is just one (Golley & Kong, 2012). The level of qualification of the student has really depended on the history of their parents' education in the society. I not only had to look after myself, but also had to look after my family with the money I earned from the job that I had in the UK. It is indeed true that many students are financially burdened if they prepare for their higher education abroad.

I reflected how the studying abroad became a status quo of her parents. How do people living abroad create hierarchies in the society and humiliate or ignore other people? Why do people swarm around the people with experience of studying abroad? The innocent mind of Renu was encroached with the thought of studying abroad which appears as a powerful segregation in the urban centers like Bhaktapur. In the case, Bogus (2008) argues that low prestige segregated areas, social exclusion is common phenomenon that is closely linked with residential segregation in the community. Renu's family is segregated and inferiorized because her family members were unable to go abroad.

### **Renu's Role Model: Leonardo DiCaprio**

Reflecting these two events of Renu a) her wild preparation for abroad study and b) insulting incident in the party, I was thinking of how these youths make their

role model of going abroad. In the same way, MacCallum and Beltman (2002) noted that youth perceive a range of individuals for their potential role models, including celebrities and other famous people, family members, adult community members, teachers and peers. The role model of Renu always became the inspirer to provide the right guidance to live gracefully and be successful in her life. She shared that;

*I met him while I was studying in 10 plus 2. I found him source of inspiration and encouragement for my further academic carrier. I am really impressed by his hardwork and dedication towards his further education abroad. I used to meet him when he came to Nepal from the United States. I followed his suggestion to improve my study. I always respect him as my role model.*

Renu was really influenced by one of her neighbors who have been earning handsome sum of money in IT sector working in the USA since 2005. He was a role model and inspiring person to pursue her higher education to the USA. She compared him to Leonardo DiCaprio, a Hollywood star, as he always pushed her to go to the USA for her better future. This person had completed his master's degree in Information Technology from the USA and was earning eighty-thousand dollars per year. He went to the USA eight years ago from the same town as hers. Renu was inspired by him when she personally met him two years ago in Bhaktapur. She also completed her twelfth (10 plus 2) grade by achieving the higher score. Thus, she wanted to continue her education in information technology in the USA. Moreover, she thought that IT education was highly demanded in the job market. She expected to find a job in the IT sectors after the completion of degree and was hopeful of decent salary in this field. So far, she had understood that studying abroad in youth is a major decision that can change the life of a student and can shape her future, which it can be seen in hometown as well. Therefore, the decision of going abroad, one

must carefully analyze the advantages and the disadvantages of being an international student in abroad.

It is true that youth have a positive adult role model which enhances them to garner their academic confidence. Due to the inspiration of the role model, she encouraged to learn and build the academic confidence in her studies. Unlike the other youths, Renu is looking forward to the opportunities in the developed countries. They believe that developing country like Nepal has fewer opportunities in comparison to other developed countries. I also have observed the examples of the international students who successfully established their professional life abroad. I came to realize that the USA education provides a greater opportunity to thrive for international students. After reading the story of her neighbor, studying in the USA was only to achieve the degree but also to earn money. In addition, it might assist us to gain a broader perspective, gain confidence and to make one self-independent.

Each night Renu spared her time talking to her role model and wanted to make her life as successful as him. However, I sensed she was not able to see the other sides of his life to explore how difficult as it is to prepare in the global job market. In fact, youth like Renu hardly analyzed different aspects of life to be a successful person in future. It seems very easy for them to be tempted with the outer look associated with income and expenditure.

### **Wings of Renu's Flying for Abroad**

When I was a student in the UK, I realized that young student mobility is the global phenomenon in the world because thousands of students migrating abroad to pursue their study higher education away from their home countries. After going to the UK for purpose, I clearly noticed that globally, thousands of students are

travelling abroad for the sake of education. I was also one of them who went abroad to pursue higher degree and experienced a migrant's life.

In addition, as a youth, I think the biggest thing I loved about learning abroad was the chance to take field trips to places relevant to our studies which we did not have access back at home. Similarly, Gemignani (2009) notes the personal development, fulfillment of expectation, impact of the US, travel and connection to the new culture are key issues to encourage the youth for their higher education abroad. Foreign universities attract the best students from all over the world through scholarships and offer generous stipends to some international student (Foster & Varghese, 2009). Thus, the quality and practical education of overseas can make Renu more confident to get the job in an international market.

Moreover, she also wants to become a self-dependent person in her future with the education she gains from the USA. Generally, it is safe to say that youth can contribute to build a better nation if they get quality education. Thus, it creates opportunities to interact with different people from around the world that enables her to understand abroad. In this sense she is willing to be a permanent resident of the United States. Therefore, youth can move abroad for a plethora of reasons such as higher education, in search of job opportunity, and permanent settlement (UNICEF, 2014). It also can be heard in the story of Renu that studying abroad is for the quality education in order to grasp the better opportunities in the upcoming future.

I became closer with Renu during her student visa process for a month. She was my potential participant as she was experiencing the abroad study process for past three months. I inquired about her time for interview and she easily accepted. I arranged our interview in the office where she was regularly visiting applying her visa. The conversation went like;

*I: What made you excited for your abroad journey to the USA?*

*Renu: It's my passion, dream to go abroad. I am also interested because most of my friends are living in the USA. In addition, I am hurt by my relatives in my home town.*

*I: What else motivate you to achieve your goal?*

*Renu: I would have opportunities to discover many things in America. I am really excited to meet new friends and learn new culture. Furthermore, everyone in my hometown is having their good days in America so I also want to go there.*

*I: Why do you want to go to the USA? Renu: Yes, I know. But, we have fewer opportunities to explore in our country. Even after completing master's degree; it's really difficult to become self dependent in Nepal. (Field interview, 25<sup>th</sup> August 2017).*

I could relate myself with Renu's excitement towards study abroad that I had. The excitement for her passion, interests, and capabilities are keys to motivate her to study abroad which I also had an international student in the past. I used to be excited to meet students from different culture and nationalities in the UK. The experience I had was very hands on (practical) and it really reignited my passion of my studies and encouraged me to learn even more. I loved my experience and am glad that everyone there did too. In the same way, Campbell (2011) states that studying abroad is an exciting opportunity because it promotes the inter-cultural relationship between the international students and native students. I found the presence of multi-national people in the international universities in the developed countries. Thus, the youth can be taught of different types of culture and language from the other nationalities abroad. So far, I have acknowledged that studying abroad can be exciting as well as it will provide us with a new outlook to our life for the better future.



I also came to know that Renu was also excited to discover more about the world after moving around and working at different places with different groups of people during her preparation for studying abroad. Similarly, defining the youth cultures, Feixa and Nofre (2012) refer that young people's social experiences are expressed collectively through the construction of differentiating lifestyles, mainly in their leisure time, or in interstitial spaces in the institutional life. When I was in the UK, I had experienced the nightlife in order to socialize with the other friends abroad. It also gave me the opportunity to share our language, into about cultures and problems with my international friends.

Similarly, most of the youths also believe that nightlife has become central in the construction of youth identities (Willis & Paul, 1990 as cited in Feixa & Nofre, 2012). Thus, young people abroad choose to spend their life freely between the pursuits of their study and relaxation in their lives. They can share their joy and sorrow with each other which not only keeps them entertained but also provides the chances to be familiarized with other international friends. From the story above, the character, Renu has desired to go to the USA in order to broaden her horizon of knowledge into the international standards. More importantly, education in the USA has capacity to develop the knowledge and skills students need for professional, technical, and managerial positions (Brint & Clotfelter, 2016).

I observed that international youth student migration has been growing in an alarming rate in recent years because the opportunities of getting the qualities of life are the significant factors to motivate the international youth migration (HDR, 2009). In doing so, highly talented immigrants from the developing countries to the developed countries are attracted towards the economic opportunities and quality of education which may cause the brain drain in the developing countries (Brooks

& Waters, 2010). An increasing demand of quality higher education of international degree has become a central point in attracting the international students. Therefore, thousands of Nepalese students are going abroad every year for the sake of such international degree. However, regarding the higher education in Nepal, we have universities such as Tribhuvan University (TU), Nepal Sanskrit University, Kathmandu University, Purbanchal University, Pokhara University, LumbiniBoudha University, Mid-Western University, Far Western University, Agriculture and Forestry University, Health Academies along with the sixty TU constituent and 982 affiliated campuses (World Bank, 2015). Despite emergence of more new universities in Nepal, many youths are leaving the country for higher education abroad.

Furthermore, as a critical thinker, I argue that there are some risks of studying in some foreign countries. It is not easy job to study in the USA for Renu as there is high dropout rate of Asian students that encompasses limited English proficiency, negative attitudes toward Asian/Asian Americans, conflicts between native-born and foreign-born Asian Americans, newly expected classroom behaviors, low economic status, high parental expectations for academic achievement, lack of parental involvement in school, and unfamiliar concept of self and low self-esteem by identity confusion (Suh & Satcher, 2005 as cited in Choi & Kim, 2017). I also found that Renu had a dream of going to the USA where she also figured out her choices of subjects that would give her lifelong learning achievement to run her own business in the future. She represents the whole women youths who want to make better future abroad. I also noticed that the programs she chose were inspiring, exciting and life changing for carrier. Cole and Durham (2007) noted the emphasis on self-development and the better education and economic opportunities of girls which

education and upcoming future in Nepal. Hence, she was hopeful to achieve her dream of going the USA for her further education and better future.

I have observed life abroad and was not easy as many of my friends who did not get job despite having completed their postgraduate education in Nepal. Although I had a master's degree in English Literature from Tribhuvan University, I was unable to get a good job in order to financially support my family. Therefore, it leads them to pursue further education in a different world. It could be seen that she was familiar with the quality of education in the USA and its opportunities worldwide. I understood that she was worried about her education and upcoming future in Nepal. Hence, she was hopeful to achieve her dream of going the USA for her further education and her future.

### **Bhuvan's Hunger for PR**

I met him at Catchy International Education and Training Center, Putalisadak, Kathmandu, during my field visit on September 2017. He was there to get counseling for Poland. I was also there to take interview about study abroad of youths for my research. I was familiar with the counselor of the educational consultancy, therefore, I asked them to manage a room for the interviews. Bhuvan was interested to know more about the abroad study. We introduced ourselves to each other. It was around 12.00 pm as there was crowd of students in the reception of Catchy Education and Training Center. Then, we went to the

*I: Hello, How are you Bhuvan?*

*Bhuvan: I am good sir. But, bit worried about my future.*

*I: Why are you worried? You are here in an educational consultancy.*

*Bhuvan: I am worried about my future. I don't believe them nowadays.*

*I: Why don't you believe them?*

*Bhuvan: I tried for abroad since 2012. I still did not get the best educational consultancy.*

*I: Could you share your excitement for studying abroad with me?*

*Bhuvan: Yes sir, I started my abroad journey after I completed my school leaving certificate in 2012. I tried to join the British Lahure (Army) for 2 to 3 years. I even did not score the higher marks in my 10+2 due to dedicating my full time in army training I always excited towards the lifestyles and opportunities sine my childhood. I am still excited to go abroad; therefore, I am here in this educational consultancy.*

*I: where did you apply?*

*Bhuvan: I initially applied for America. But, then, I got refused from the American Embassy. Now, I am here to apply for Poland.*

*I: Were your parents supportive of your abroad journey?*

*Bhuvan: No. They are against to me. They wanted me to be a government officer in Nepal. But, I wanted to go abroad by hook or crook.*

*I: Why do you choose Poland? I think you have better countries abroad than Poland?*

*Bhuvan: Sir, my goal is to emigrate abroad and get permanent residency. And Poland is one of the Schengen countries so it's easy to get permanent residency once I enter into the one of those. (Field interview, 9<sup>th</sup> September 2017).*

He seemed somewhat skeptic about the result since the educational consultancy had been trying abroad for three years. Moreover, He was a bit surprised to see that there were more than four educational consultancies within a building at Putalisadak Chowk. He laughed and told me that till then, he had worn out five pairs of shoes in the journey of getting to the right educational consultancy. He further

mentioned, he made over a hundred friends in this field. His recent daily activities are that he usually comes to that's educational consultancy at 11 am and spends whole day in the office and returns home at 4 pm. According to him, he applied three times for the USA student visa, but he was refused every single time. By then, he had spent significant amount and time to apply for the USA. Although he scored 83% and 65% in school leaving certificate and higher secondary school level, respectively, he was rejected by the US Embassy. Finally, he changed his mind to go to a Schengen country instead for his higher education.

With several meetings with Bhuvan, I came to know how he was ignored by his parents and relatives due to the failure on getting the visa for his study abroad for the third time. When he would come home in the late evening, his parents hardly asked whether he had food or not? Neither father nor mother asked him whether he needed pocket money when he went outside of home. When he asked for money to his father, he would simply deny lending any money for his choice. All made clear to him that his parents did not like his choice of studying abroad. Due to this, he felt vulnerable and thus, wanted to leave country as soon as possible. He became frustrated with all the useless efforts he made for studying abroad. His frustration piled up and he never wanted to stay and work in Nepal despite his parents' wish of seeing him as a section officer in their own country.

Because his parents were interested in making him a government officer in Nepal and preferred to spend money for his education here, they did not take much interest in his effort to study abroad. However, his intention differs from theirs and was struggling to go abroad since 2010. He tried for British Army from Nepal more than twice. Although he was a bright student, he left his study for two years because of the training for Army. He dreamt of becoming an army in the British military as

soon as he completed his SLC in 2010. Since the date, he spent lots money for this training and hostel fees. He was still hopeful that he would join the UK army in the future. He remembered that he used to get up at 3 for physical exercise during those days. He was 90 kg before joining the training in 2010, but has brought down his weight to only 65 kg now due to hard training for the sake of being a soldier in the UK, he could not complete his formal education continuously which hindered to get visa for better countries such as Australia and the USA. Thus, he had come to get counseling about the study opportunity in Poland as this consultancy had recently advertised in adaily newspaper, Kantipur.

In acasual conversation with him he shared that he was very unhappy with his life. His main intention was to go to a European country and get a Permanent Residency (PR) after his study. He has friends in some European countries. They are living in Portugal after their education in Europe. He mentioned that he got five friends in Europe who applied for Poland for the student visa. They told him that it is easy to get permanent residency in Portugal than other European countries. Thus, they suggested him to enter in any Schengen countries at the beginning. Thus, once he gets the permanent residency in Portugal, he can easily move to France and join to the French army. Then, he would move to France and get in to the French Army. He has many friends who have recruited as the French Army in France.

It was his opinion that studying abroad adds another level to his further academic experience. He again stressed that studying abroad takes us out of our element and places where we are less comfortable but enables us to learn in a new way. Furthermore, he told me that experiencing other cultures around the world broadens our knowledge base and teaches us to think and live differently. Therefore, he has chosen to pursue his further education in a European country. He recently

appeared his IELTS exam and scored 6 out of 9 which are required by the international universities and colleges for the admission in Europe.

He got support from his siblings who were working abroad. They would send him money to prepare for his journey abroad. They deposited money in the bank for the university tuition fees and accommodation for a year. They were also hopeful that he would get a job and support his education and his family after one year of his study.

He was very inquisitive to learn about life abroad. He frequently communicated with his friends who reached Portugal, initially who had student visa in Poland. He mentioned that after the study, Poland offered the registration for the Permanent resident. However, some students moved to Portugal during the semester break since they had the Schengen visa, with which they could visit other 25 European Schengen countries. Similarly, I asked him why they applied for Poland instead of applying to Portugal at first place. Then, he told me that it is difficult to acquire the student visa for Portugal, so he applied for Poland's student visa. Thus, firstly people enter with the student visa in to Poland and then they move to Portugal for the PR. I was surprised why the young talents are dying to get the permanent residency in the European countries. Even the young students are interested to move abroad for the permanent residency card in the name of student visa.

### **Bhuvan's Motives for Abroad Study**

I was really impressed by Bhuvan, thus, I tried to explore more about him. I phoned him to meet him the next day and several excited to have coffee together. We met at Aagan restaurant in Putalisadak Chowk. I saw him riding a Duke motor bike wearing mundra and scratch jeans. He looked as if he was a foreigner. I greeted him. While waiting, we started the following conversation:

*I: How is your day going on?*

*Bhuvan: I almost spend my days in the educational consultancy.*

*I: What motivates you to go abroad?*

*Bhuvan: I never want to be burden to my parents. I want to become self dependent. I don't think our system can make me independent there. But, if I go abroad, I can stand own my own. Additionally, it's my passion to live my life in the developed world.*

*I: What about your family background?*

*Bhuvan: I am financially sound.*

*I: Could you share your other motivational reasons for abroad?*

*Bhuvan: Sure sir, discovering economic opportunities and learning new culture are also other reason of going abroad. (Field interview, 22<sup>nd</sup> September 2017).*

After listening to his story, I came to understand that he was lured by the developed countries such as the USA, the UK and France and wishing to PR there. After his secondary schooling, he started his of applying for the UK army, then, the student visa and finally, the European countries for French Army. At the end, he decided to move to a Schengen country after failing in his two options. Although he had financially sound family background, his parents showed no interest for his abroad education. As far as my concern regarding studying abroad, I was also very much frustrated towards my education and job in Nepal. Although I had a master's degree in Nepal, I was not able to support my family members because I could not get a good job that paid me a decent salary. In this context, Leitchy (2003) comments that the lives of middle class young people are full of frustration, anxiety, confusion, desperation, and rage. However, I had a hope that education is the key to provide the



opportunities to open the doors to the world and beyond Nepal. When I went abroad for my further study, I found that studying abroad had been the global trend. I observed that most of the foreigners were at their young age in such international universities. I observed that students always desire independence, freedom, getting practical and useful information and academic experiences, getting on and well-paid job after their graduation.

In doing so, my participant, Bhuvan continuously struggled for his abroad journey despite his parent's will. He was blindly attracted towards the developed countries. He wanted to earn by himself. Thus, he wished to venture out to different developed countries. He always believed that the world is getting globalized and that is a productive situation for the youth. Being away for a long time from his comfort zone would force him to analyze himself which also could be really difficult, but he was sure that he would come out as a better person.

It is true that abroad study is a huge opportunity for personal growth and economic gain since they are exposed to various cultures and provide opportunities to earn money. I had also experienced that study abroad has opportunities to work at different occupations abroad which are not related with the academic subject matters. Nugent (2005) states that educational attainment is a critical factor determining young people's future work opportunities, earnings, and contributions to society. Thus, on one hand, they are unable to earn the required job experiences to support their education, and on the other hand, they don't earn and contribute to their society in the future. Personally, studying abroad in the UK allowed me to take a glimpse of the future which I wanted to pursue in the future. I felt myself more independent and stronger person after returning back from abroad. I learned independently to become hardworking in my life and honed many other qualities.

I became more confident, independent, and inquisitive expanding my horizons to include things that had previously been foreign to me. According to Fung (2017) making connections with other people, their varying backgrounds, and perspectives, is important for at least three reasons. First, it contributes to the development of students' learning and especially to their critical thinking skills. Second, working and meeting with other students and alumni "builds active networks, creating a sense of belonging to a community and helping to prepare students for the complex social demands of life and the workplace" (Fung, 2017, p.118). I also encountered with diverse people and shared our experiences during my study in the UK. I realized how important people are in my life and came to appreciate the friends that I made during my time there. In addition, today, it is so important, to understand different cultures, and I also personally think that sending abroad is an easy way to set up our generation to be a more globally-minded society. In the same way, youth culture is a way of life for the youngsters, those who think that it is the sum total of all the lifestyles of youth groups. Others consider that it is the culture of young students and so on where young age is a life period filled with of fantasy, excitement, mystery and loneliness. (Yao, 2000 as cited in Yang, 2014).

Bhuvan continuously struggled for his abroad journey despite of his parent's disinterest. As Maira (2004) states that youth culture is often taken to be the exemplary manifestation of globalization, a testament to its possibilities and excesses, highlighting the deep anxieties and desires it evokes. However, Bhuvan had never paid attention towards his parents' feeling. He sacrificed his education, although he had scored distinction percentage in his school education. He tried for British Army from Nepal for a couple of times. Although he was a good student, he discontinued his study for two years because he went for army training. As a

result, there was a gap in his academic career which was one of the reasons his visa was rejected in Australia and the USA. Thus, he had come to get counseling about the study in Poland as this consultancy that recently advertised in the daily newspaper, Kantipur.

### **Piggy Bank of Bhuvan**

From the story above, Bhuvan seemed economically strong since he did not have any problem to finance his further education. I was curious to explore more about his parents and supporter as well as ambition in his life. He is a young man so I don't think he can generate the financial support himself for the visa processing. Therefore, I again called him to meet in the same restaurant for further conversation. He easily accepted my offer and we met at the same place. Here are conversations between us like:

*I: Hello, Bhuvan how are you doing?*

*Bhuvan: I am good, thank you, how are you?*

*(He smiled at me and slowly sat near by me).*

*I: I am fine, Bhuvan. What does your parent want you to do?*

*Bhuvan: My parent wants me to be a government officer.*

*I: Ok I see. Who is sponsoring you for the visa process?*

*Bhuvan: They are my sister and elder brother who are living in Japan and Dubai respectively.*

*I: Have they been supporting you since you started the process?*

*Bhuvan: Yes, they have been helping me at any time. They send me money how much ever I ask them for my visa process.*

*(He looks cheerful while I talked about his sibling).*

*I: How do you settle down in European countries?*

*Bhuvan: Firstly, I get visa for Poland, then, I go to Portugal where I will change my visa status for long time.*

*I: Do you think that is it easy process?*

*Bhuvan: It's not an easy task, but I have my idea of getting long term visa for European countries. It is also called Schengen visa which allow us to work in all schengen member countries of European country.*

*I: Do you think that you can settle down once you reached over there?*

*Bhuvan: Of course, I will. I will definitely settle down there and would like to support my brother and sister who help me a lot for my abroad journey. (Field interview, 28<sup>th</sup>Septmber 2017).*

His parents always wanted him to stay and work in Nepal, however, he was desperate to go abroad. In this context, youth is the period which is closely related with the evolutionary stage. Thus, his parents had always encouraged him to contribute to the nation. On the contrary, he would like to settle down in the developed country. Although he had already spent plenty of money on the visa process, his siblings would still continue to support him financially. With such support available and with his won desire, he was determined on applying for studying abroad until he got visa abroad. Therefore, against the desire of his parents wishes to see him working in Nepal, it was clear he was blindly attracted towards his abroad study.

It is not supprising that students expect more from abroad study as I did before. Some of them even have unrealistic expectations of their journey abroad. He dreamt of becoming an army in the British military at first. He spent significant amount of money for the training and hostel. He always wanted to earn for himself, although, he belonged to the financially sound family. Unemployment is bad both for

young people and for society as a whole, thus, he mentions several times that he could shift to the other European countries such as Portugal, France, Norway, and Spain and so on. I asked him why and how his friends reached to Portugal instead of taking class in Poland. I got to know that they had gone to the European countries for the better future. They firstly completed their study and they moved to those countries where they get permanent residence easily.

Similarly, the globalization is shaping the life style of the youth as the global process is placing the new demands in education and their carrier (Suarez-Orozco & Qin-Hilliard, 2004). The youth are actors on a global stage that features youth as global citizens who move within and among various communities crossing borders that have not even have been previously identified. Bhuvan had gone to the interview for the US more than twice. He was repeatedly rejected by the US Embassy, even though he had good academic records. He is ready to work everywhere in Europe until he gets the permanent resident papers there. In similar way, the youths are interested to settle down to the western developed countries. This trend has been becoming the culture in the developing countries. They encounter the diverse group of people in the European countries. They involve working in the different fields in European countries be it in agriculture, grocery shops and restaurants. I came to know that some students moved to the other Schengen countries since they possessed the Schengen visa which helped them to visit up to 26 European Schengen countries. I have also observed that their expectation which is connected to higher educational studies that includes independence, freedom, getting practical and useful information and academic experiences, getting on and well-paid job after their graduation.

### **Language Proficiency as Major Barrier for Bina**

I met Miss Bina KC, on 7<sup>th</sup> October 2017. I visited Iron Gate Education Consultancy, New Baneshwor, Kathmandu. I was also looking for my possible participants in the research. There was a crowd of young students in the reception area and I asked them if anyone was interested in the interview. One of the ladies came to me and showed her interest towards my research. Then, I asked her name and started conducting the interview. The conversation goes like this:

*I: Can you please tell me about yourself?*

*Bina: I am Bina, originally from Butwal, currently taking IELTS class in this consultancy for higher education to Australia.*

*I: Why did you choose Australia as your abroad destination?*

*Bina: As far as I know, Australia is the best destination for international student due to its recognized degree and the job opportunities.*

*I: Do you plan to go to Australia single or as a couple?*

*Bina: I will try with my husband.*

*I: What are the requirements for your course in Australia?*

*Bina: I need 7.0 IELTS score to get admission for my course and financially sound. However, I have had problem scoring 7.0 due to my low level of English proficiency.*

*I: What sorts of problem did you experience? Could you please share your problem at low level of English language proficiency?*

*Bina: I had gone through different educational consultancies to improve my English language improvement. I spent huge sum of money as well as time for improving my English. I even sat for the IELTS test for three times to score 7.0 in each band.*

*I: How did you interest to pursue your academic carrier to Australia?*

*Bina: I am influenced by my friend in Australia who has been studying and working for long period. They are earingn better than other countries. (Field note, 7<sup>th</sup> October 2017).*

At first, she was reluctant to tell me all about her story, but I told her my purpose of the interview and then she started to speak. She was originally from Butwal and had been taking IELTS classes for 6 months. She was married who wanted to take her husband abroad as a dependent. She thought that if she went with her husband she would feel financially secured and would have higher chances of getting permanent visa in Australia. Therefore, she needed 7.0 score in the IELTS test. It is her third attempt to take the IELTS examination. She was supposed to score 7.0 in each skills test of IELTS, but she only scored 6/6.5 on her 3rd attempt in the exam. She was quite worried about her journey to Australiadue to her poor English language skills.

Youth are the agents of linguistic change, adopting new and hybrid language forms, and embracing new digital media, thus, they need to use of and mix various language varieties in their practices of identity construction (Tamtomo, 2012). My participants, Bina started learning English from the fourth grade, thus, she had problem in achieving good score in her IELTS to enable to communicate comfortably abroad. She never spoke English in school and she only learned the language to pass the exam. She always felt hesitated to speak English out in the public. She hardly practiced speaking English language as a result, she had poor English language competency and scored lower in the exam.

She stated that she felt dominated in front of her friends. And often got jealous if anybody spoke English fluently in front of her. However, she kept on working hard

to improve her English as she visited different language institutions for language classes in Kathmandu. It shows the determination of the young generation to fulfill their dream to pursue higher education abroad. Even she got a very low level of English language proficiency; she is trying hard to get more than 7.0 in IELTS exam. She not only had gone through the English language problems but also through the financial scarcity. She had to pay the tuition fees and the IELTS registration fees. In spite of having problems, she is trying hard to go abroad for the better future in the upcoming future. She had spent lots of money to improve her English. She has collected the good English grammar books. She had bitter experiences in her life through her friends and family and also did not have enough money to pay for the language tuition fees.

She did not seem as she could pay for tuition fee in language classes. She had put on simple dress *suruwal kurta*, and had slipper on her foot. On top of that, she always carried an old synthetic black bag where she kept her language learning materials. I have never saw with heavy makeup. Her image made me of a typical rural girl who was desperate to go abroad to make her life and career.

In search for her English class, she has visited several language teaching centers in the Kathmandu valley and found one where her teacher demonstrated empathy to her learning ability who really helped her lot to improve the level of English. She experienced that she was gradually improving to read and write in English but speaking was a big challenge to her. She seemed frustrated in her life when she could not improve her language. She explored that her schooling in the government school was the barrier to develop her language skills. Even her family members are frustrated with her study and doubted whether she could score a good mark or not. Therefore, she rented a room nearby the institution, in *Baneshowr* where



she can attend the class every day. She told me that if she scored 7 point in IELTS this time so that she could prepare her student journey to Australia. So far, she had already spent plenty of money for the IELTS examination

She was lured by the stories of her friends who had been working in Australia for a year. They were studying as well as working in a hospital in Australia and they shared that they had a very good life there. They even supported their families financially from Australia. They financially helped their younger siblings' education in Nepal with the earning they made in Australia. They were hopeful to get Australian citizenship after they completed their education. Therefore, she also wanted to go to Australia to pursue her nursing study and for her better future. According to her, parents were willing to support her financially for her journey to Australia. They were ready to spend huge amount of money for her study and her carrier there. Her family was also hopeful that she can support them back after she went to Australia. Thus, she worked hard to fulfill the language requirement for admission.

### **Bina's Excitement to Explore Australia**

As far as the story of Bina KC is concerned, she was really excited to make her decision of applying in a university Australia for her further education. She said that she would be completely a home bird in Australia. She would love being near her family, friends and hometown. She also imagined that being away from home would make her really sad because she would travel thousands of miles away to start a fresh meeting with new people and new culture.

I found that Bina was incredibly excited to her journey to Australia. Then, I planned to meet her again to explore the reason of getting excited towards Australia. I asked her time to meet for further conversation. She was glad to meet me on the

same afternoon at Iron Gate educational consultancy, NewBaneshwor. It was 2 pm when she turned up at the educational consultancy while I was waiting her at the sitting room of that consultancy. Then, we started our conversation:

*I: Why are you excited to continue your education to Australia?*

*Bina: I was excited to pursue her further education to Australia as most of my friends are gone to the Australia with my dependent. I had also participated in the seminars and programs which had also helped me to go to Australia.*

*I: What influenced you the most to Australia rather than other countries?*

*Bina: The recognized degree which is delivered by the expert professional and the use of ICT in the learning environment. Most importantly, I can go there with my dependent that helps me to become the financial strong during my stay in Australia.*

*I: Why don't you choose to study in your own country for your further degree instead of Australia?*

*Bina: Because of the low quality of education and less opportunities than Australian for international students during student life. (Field note, 25<sup>th</sup> October 2017).*

Until she applied for student visa, she would constantly be questioning whether it would be the right thing to do or whether she would be pushing herself too much. However, many of her friends had encouraged her to apply for Australia since she herself decided that it was a chance of her lifetime. She knew that she needed to do research and speak in mass about her plans to Australia. Therefore, she had participated in several seminars in Nepal by universities' representatives.

Furthermore, she would feel better if she had some relatives or friends in Australia. She imagined that it would be an incredibly great time if she would meet

them. Youth of the ages between the adolescence to adulthood who undergo through the economic and social challenges along with their physical and the psychological development (Modrek & Sieverd, 2017). On this story, of Bina KC, I found several challenges in her study, families, and her future abroad. I used to be attracted towards abroad study because of modern internet and technology. I also found that the development of local youth sense is increasingly influenced by global electronic media such as television programs in dialogue with local managers, seminars of event organizers, sponsors and various entertainment venues (Gjelstad, 2014). Bina has garnered lots of experiences about abroad study through the connection of the different channels such as television, Facebook, internet and so on.

After reading her story, I found that she was involved in collecting different information about abroad by using the modern technology and the seminars, events on the abroad study. She wanted to become a self-dependent person. She however goes to pursue her higher education, she is confident to be strong and self-dependent. Although she would be travelling thousands of miles away for her higher study, she was hopeful to start her new career in Australia. She hopes that the journey to Australia would bring changes in her life. She was optimistic to become the academically as well as the financially sound. She had also seen some relatives who already had gone and settled down there. I also had supported the idea that the international education as a means to improve the better opportunities for her advanced carrier, personal growth and life skill development (Rennick, 2015). It was also found from her story that she spent huge sum of money to improve her English. She hoped that she would definitely improve her English language in Australia. In addition, she was hopeful to get opportunities to meet new people and share their culture to adjust into the developed countries.

### **Socio-economic Status and Its Impact on Youth**

I again followed up her to understand about her socio- economic back ground. I was surprised to learn that she had spent huge amount of time for the betterment of her English language. She also told me that she sat for IELTS exam for 3 times which was really difficult for her. I made a phone call to sit for one more meeting. She confirmed to meet in a restaurant at New Baneshwor in the afternoon. I confirmed her meeting and sat for cup of coffee in that restaurant in the late afternoon. Then we started our conversation;

*I: Could you tell me about your educational background?*

*Bina: Yes sir, I completed my primary and secondary school from the community school where English was taught from the fourth grade Therefore, I have been getting difficulty in English language.*

*I: Would you mind telling me that what type of family background did you grow up?*

*Bina: I am belonging to a middle class family background. I grew up into the village area.*

*I: how do you plan to manage your tuition fees for your further study as you may know that the universities are more expensive than other countries?*

*Bina: Yes sir, I know Australian degree is very expensive in comparison to other countries and you may know that I have given IELTS three times which is really expensive test. I have been mentally and physically prepared for the academic journey to Australia. Therefore, I will take my husband on dependent visa to support my study in Australia. (Field note, 1<sup>st</sup> November 2017).*

The social status of the students plays vital role to continue their further study abroad. Similarly, Aguila, Sicilia-camacho & Roberts (2012) emphasizes the

importance of social class on influencing youth lifestyles and culture of the youth in the society. It also encompasses the quality of lifestyle and the opportunities to the youth in the society.

I noticed that Bina belonged to a middle-class family and that she completed her school education from a local community school due to their financial circumstances. Due to her low level of English language competency, she happened to visit several language institutions and spent plenty of money to improve her English language. She, however, noticed that education is required to eradicate poverty in the society. Thus, she encourages continuing to learn English (Nelson, 2007). Although she struggled financially, she wanted to pursue her further study in nursing in Australia. Her parents were willing to financially support her for her journey to Australia for the better future ahead. They have understood the value of the education and its return in their daughter's life. Thus, they were ready to spend huge sum of money for her study and her carrier there.

The low economic status really disappoints the youth to achieve the goal in their life. It could be seen from the story of Bina who had undergone through harsh poverty in her life. I also observed that youth migration was attracted towards the developed countries due to their carrier as well as the higher educational purpose from the developing countries. It is however true those youths from developing countries are frustrated due to unemployment there. Even the students are graduated, they are unable to get the jobs. They either go to the developed countries through the student migration visa or the work permit visa. They go through several risks due to weak social networks and lack of information on the legal rights of student migrants to those countries.

Hence, it can be understood that culture is language through which we have chance to study the world. They would meet diverse people and various cultures abroad. They interact with each other through different languages. They have their own culture and tradition, so we need to adopt their language and culture in order to be familiarized with them. In the same way, Maeorg (2014) states that the ability to make social contact and social conversation is an essential ability for a new student to mingle into a multiplicity and diversity of cultural groups in abroad.

### **Chapter Summary**

In this chapter four, I presented the stories of Renu, Bhuvan, and Bina respectively to explore their excitement for abroad study. Then, I reflected their stories along with my own abroad study experiences to explore the depth level of understanding about their excitement of the youths to their higher education in abroad. In addition, I tried to link the youth culture within the youth anthropological studies along with the excitement feeling of youths.

## CHAPTER V

### LET ME HAVE A COOL BREATH

This chapter five addresses my research question on “How do youth tell their story of expectations and struggles for study abroad?” In order to explore my research questions, I present the stories of my participants-- Urmila, Yubaraj and Pradip, respectively. Then, I reflect their stories connecting to youth anthropology (culture) about their trend of going abroad for study. It is however true that nowadays, going abroad among the youths has been becoming an emerging issue in Nepal. In addition, living abroad has been becoming a tradition of youths of our country. The following stories have shown the struggles and the expectation of the youths in and out of the country during the process of going abroad. In this chapter, I am involved in a deep level of conversation with my participants to bring their real views with the help of the face to face interviews with my research participants about abroad. Then, I reflected my views to write this research by using the youth culture literature to explore my research questions.

#### **Love Affairs of Urmilla and Her Journey to Australia**

First, I met Urmilla at Tribhuvan International Airport, Kathmandu, in the month of November 2017. She was waiting for somebody and I was there to drop off some students who recently got their visas. After students' departure, I was about to leave the airport. Somebody called me ‘uncle’ from behind. When she called me ‘uncle’ and I recognized her and asked her when she came back from Australia. Then we sat nearby the sitting room in the airport area and talked for 3 to 4 minutes. The conversation between Urmilla and me went like;

*I: When did you return from Australia?*

*Urmilla; Yes, uncle, I returned a year ago.*

*I: So then, what about your friend who also went together with you? Did he also return?*

*Urmilla; Ok, she looked down and told me it was only that came back.*

*I: Nani, (younger) is anything wrong? Is he your husband? Or could you tell me about your journey?*

*Urmilla; Sure Uncle, he was my boy friend. We had been very good friends since our childhood. We went together for further education in Australia.*

*I: Did you study together? How long did you stay together?*

*Urmilla; Yes, uncle, we studied together. We lived together for a year. Due to misunderstandings after a year, I separated from him. (Field note, 16<sup>th</sup> November 2017).*

She replied, "Uncle, I came to Nepal a year ago." I again, asked her about her partner who had also gone to Australia with her. "Yes, uncle we both went there. But, now I returned alone" she replied. I again asked her, "What about your friend?" Then, she did not speak anything at the beginning. She slowly told her story about her educational trip to Australia.

According to her, she belonged to a well-off family from a village. She also had an excellent academic record in her schooling and in her higher secondary education. She told me that she had been the school leaving certificate (SLC) exam broad topper in 2006. She had an affair with a boy who was from the same class, who shared the same interest of studying abroad. Because they were in love with each other for over four years, she did not want to separate from each other. She belonged to the Madheshi community from Tearai region. These two wanted to get



married after their study. Therefore, they chose to study abroad together after their higher secondary school education. They planned to go to Australia in order to pursue their further education. They both were only 19 years old when they went to Australai for the first time. They even had done IELTS (International English Language Testing System) where they scored 8.0 out of 9 band score. She told me that they prepared IELTS for three months. She started telling her experiences about the IELTS preparation classes and shared that it was difficult to get familiar with the English accents on IELTS course. They practiced rigorously during the preparation timedoingtwo/three tests each day. They used to achievethe highest score in each band during the mock tests before sitting the real IELTS test.

Again, she added that they were looking for atop university in Australia since they realized that the Australian universities are under the top 400 categories in the world. If they complete their studies from those universities, they could have more opportunities for the better future anywhere they go. She mentioned there were several difficulties on the way for this process. Firstly, finding the best universities inAustralia was a hard task for them as they haddifferent academic requirements for the foreign students. It was really challenging to fulfill the course and financial requirements for the admission. However, they were academically sound. It was difficult to convince to their parents. She did mention that it took two months to convince their parents at home. Similarly, she told me that preparing the student visa documents was also one of the hardest jobs during the visa process. They went through the Village Development Committee (VDC) to Police Headquarter in order to make papers and certificates of the income source, property valuation and the police certificate. The process of getting income source letter and the property valuation was too long as they were done through the government offices. She told

me that they were tired of running while making the financial documents for their visa.

She also shared their experience about the educational consultancy from where they had done their student visa process. It was her friend who took them to that very educational consultancy which was located at Putalisadak, Kathmandu. There were around consultancies in the same building. The consultancy charged big amount of money on fees although they had good academic records. They used to ask money for different reasons such as notary stamps and consultancy services and she paid them whatever they asked for. In the end, it took almost three months to get the visa done. After they got visa, they had hard time collecting the money for trip. Eventually, they still managed tickets and the travel cheque for their trip to Australia.

Their financial situation started to worsen. They reached Australia in 2015, they stayed in the university hall for a week. Then, they moved to a private accommodation which was closer to university. Their travel cheque they had been spent within the first two weeks in their private accommodation. They could not ask for money their families because they had already spent a large sum of money for the tuition fees and the processing charges. On the one hand, they were running out of the money, and on the one hand, they had a pressure of their study on their shoulders. Therefore, they started looking for a part time job. Luckily, they both got jobs in a restaurant. They used to work in the same restaurant in a customer service. They really had ups and downs in their life along with the challenging life of university. They worked for almost two years in the same restaurant.

They both had earned good money and sent some to their families. But, they could not perform well in their study. Both got very low scores in their assignments. As a result, both became quite upset with their poor situation. They were unhappy for

the fact that they score so poor due to paying more attention towards working, and earning. Then, they started blaming an each other. It was the Christmas day of 2016, they had a bitter argument and decided to separate from each other. After a month, the girl returned to Nepal and started her study in Nepal. But, her boyfriend was still living in Australia.

According to Jankowiak and Paladino (2008),

“There are three types of love: romantic/passionate love, comfort/attachment love, and physical desire/sex. They argue that all three forms of love exist in all cultures – but add that the three elements are rarely given equal weight.

Instead, they exist in tension or in some cases even outright conflict” (p. 9).

They fell in love with each other in their romantic period. They decided to stay together and went to Australia together for their higher education. They had sand downs in their life in Australia because they were student there. They were compelled to work part time job alongside their study in Australia. Thus, life became busy and dull as they struggled to maintain the situation. At last, they separated from each other and their love affair ended. She hoped that Australian degree can provide her quality education as well as practical work experience for her better future. Some of her friends told her that if she passed with an excellent score, she could be able to get a professional job in Australia. She also shared that the degree from the universities are internationally recognized all over the world. Once she completed her study there, she would be able to get a job leading to the permanent residency in Australia. Due to her immature love, she became frustrated with her life and returned to the country of origin without completing her higher education.

### **Suffocation with Work and Study**

Reflecting an earlier story of Urmilla, I personally had also an experience of international education which is internationally recognized in the world. I was also interested to continue our conversation in order to know more about her story of struggles and experiences of her life in Australia. We have confirmed our next meeting at NewBaneshwor, Kathmandu for further conversation. I phoned her and asked her time for the further conversation. During our meeting the conversation went like;

*Urmilla; How are you uncle?*

*I: I am fine and how are you doing?*

*(I also looked at her and smiled)*

*Urmilla: I am fine e now Uncle.*

*(She smiled at me and asked me what do we should we drink? We both ordered milk coffee and started our conversation.*

*I: How did you spend your student life in Australia?*

*Urmilla; For me, was really challenging and difficult to manage time for both the study and job.*

*I: Really. Could you share me about your study and job at the university?*

*Urmilla; (Took a long breathe). Yes, uncle, I used to work part time in three different places from Monday to Friday. I even had to attend my class as of twenty hours a week. I occasionally work during the weekend.*

*I: Wow! It's really challengeing for the students as they have to study as well as work. Did you study well?*

*Urmilla; No, Uncle, I did not do well on my study as I used to work to manage the expenses for the tuition fees and the accommodation.*

*I; How did you balance your study, work and your family?*

*Urmila; It is really difficult to manage everything at once. We misunderstood and fought to each others due to having busy lifestyle. (Field note, 26<sup>th</sup> November 2017).*

*(Then, we again stopped our conversation and moved to our home).*

After hearing this story of Ms. Urmilla, I came to know that they paid a high amount of money for their tuition fees for Australian degree even though they achieved higher marks in higher secondary school level. The international students can have part time job opportunities to work during their study period. In the same way, Brake (2013) states that the youth culture has its roots in anthropology which defines a particular way of life that express certain meanings and values in culture.

Nepali youth has a culture of staying whole day at home rather than working part time during their student life. They normally stay at home with their parents. Urmilla has burden of earn and learn during her student life in Australia. She is married lady, thus, she had to spend time with her husband. She used to eat outside due to her busy work hours. She sometimes had to work almost forty hours at some week. She even started working during weekend. If she did not work full work, she could not manage her tuition fees and the accommodation expenses for her everyday life. Her husband did not understand her. She even did not have time to spend with her husband. They had to manage both their study and job abroad. She did not have time to go to colleges for her study. She always had a low grade in her study. She failed in some subjects. She got pressure from the university. Thus, they could not balance with their work and study abroad. Urmilla paid three times more amount than the fees she normally has to pay in Nepal. In this regard, Brooks and Waters (2006) mention that international students normally pay three to four time

higher fees in the developed countries. Although she paid higher amount, she could not do well in her study. She became frustrated at her study. She neither earned nor studied well. Therefore, they started quarrelling to each other. Her husband had also depressed due to their busy life style. They were not happy with each other. At the end, they decided to separate to each other. Thus, it can be generalized that the culture of the international students are ready to pay the higher amount of money to get the quality education as well as the quality of life in Australia. Similarly, the young students like Urmilla, moves to abroad in search of freedom, better jobs, better incomes and, more broadly a better quality of life, however, the migration is costly which are related with the financial, social and psychological. Obviously, once the students get the visa done, they are more inclined to build their carrier and the life. They leave the country without acknowledging the situation of study abroad.

### **My Dreams Almost Shatters!**

Youths like Urmilla have dream to fly to Australia for their higher education from the developing countries because Australia basically offers students with a wide range of subjects and courses with an affordable fee. Urmilla, a young talented lady, belonged to a well-off family in her village. She had good records of school and college education. She fell in love with a boy of her class mate when she was in grade eight. Both were interested to go abroad for their higher education abroad. They both were in love with each other and decided to pursue their higher education in Australia together. They believed that Australian education assisted them in making a huge difference in the world.

I called her once again and asked her time for third meeting to explore about my research issues. The conversation went like this during our meeting;

*I: How are you doing Urmilla? Did I disturb you?*

*Urmilla: I am fine Uncle and No, I felt relived after sharing my experiences abroad with you.*

*I: How did you choose Australia for your further education?*

*Urmilla: I heard that Australia was the best place for higher education and the opportunities after my study. There were also trend of going Australia on that time. After completion of my higher secondary education, my boy friend had also encouraged me to study and settle down in Australia*

*I: Why did you return alone?*

*Urmilla: we basically fought with each other due to the misunderstanding between us. We had burden of work and the study in Australia.*

*I: How long did you stay together?*

*Urmilla: We stayed together for one year. We became busy in our study and work. Then, he started quarrelingl with me. After that I decided to separate with each other and returned to my country.*

*I: Ok, I see. (Field note, 5<sup>th</sup> December 2017).*

Young people move abroad for a plethora of reasons such as obtaining higher education, finding and starting work or getting married (United Nation Report, 2016). Here, in the story of Urmilla, I noticed that she moved to Australia in order to find out the freedom of life along with the educational degrees for the long-term future. She fell in love and wanted to spend her time freely. Youth nowadays has made this practice as the culture of going to Australia even they do not understand about the life and culture about the country. At the beginning, I was surprised that why they were interested to go abroad in such a young age as they could continue studying in Nepal or India which is closed their home. However, their life was going happily in the starting days in Australia. The love story of Urmilla only went for a

year. Once they reached Australia, they separated to each other after knows some years. They both had undergone hard days in Australia. They hardly met to each other because they had to study and work during their life in Australai. They both knew that the struggle and expectation are the common agenda of the students' lives.

She remembered her past expectation while they started their student visa process. They struggled to get the good academic achievement in the schools and colleges. Then, they studied harder to score higher in English language proficiency test in order to reach the target for admission for the Australian universities.

Similarly, they even left home for their higher education in Australia expecting more from their higher education abroad. They believed that the international education could bring more opportunity in their career. Similarly, the above story explained that the two lovers departed once they fought in Australia. Even they earned good money, they were not happy with their life styles as their expectation did not meet their demand. Thus, it reflected the story of every couple who dreamt free life styles and to become more ambitious in their lives.

### **Mimicry of the Youth Flow for Abroad Study**

It was a Friday of July 2017 when Yubaraj rang me to confirm that he was coming to stay at my house. Wegrew up and studied together up to 12th grade in Jhapa. He completed his master's degree in English literature and was teaching English in a private college. He married and has two children. His wife also teaches in a private school in Kathmandu. He struggled hard to settle down in Kathmandu. He turned up at my house at round 7 pm. After having, we sat in our livibg room where he started sharing his stories. He became pale and sad while he began. But before speaking, he asked me some alcohol. So, I got him Beer. He wanted to share



something about his family with me. At first, he was reluctant to share with his problem. The conversation between us went like this;

*I: How is your job going on my friend?*

*Yubaraj: Yes, it's going good my friend!*

*(He looks pale and his voice seems very low).*

*I: So, what made you disappointed these days?*

*Yubaraj: He pauses for a while and started to share his feelings to me.*

*Actually, my wife has left home for a month. I need your help my friend.*

*I: Why did she leave you?*

*Yubaraj: she left me because we had arguments regarding the issue of migration to Canada for long period. She wanted to go to Canada as soon as possible, but, I want to stay in Nepal. And now, I am having difficult time as my younger child can not go to school due to her absence.*

*(He was crying in front of me as poured his beer into a glass).*

*I: Ok, I will help you. Is there any other reason except migrating to Canada?*

*Yubaraj: No, as far as I know, she repeatedly told me to go to Canada, otherwise, she is ready to divorce me. He slowly shared his problem to me.*

*Me: What else did she tell you before leaving?*

*Yubaraj: She had to go to Canada as most of her friends have already moved there for permanent residency. I convinced her to stay here in Nepal but she threatened me to separate if I donot agree with her.*

*I: Ok my friend, I got it and promised him to convince her wife.*

*(We then had our dinner together because it was already 9.30 pm, then, we went to our bed that night). (Field note, 15<sup>th</sup> December 2017).*

He started sharing further of his story. He was more tearful and was sobering. I sympathized and assured him that I might be able to help him to overcome his problems. Then, he told me his wife left him a month ago. When I asked him why she did that, his reply was “A month ago we had an argument on the permanent resident in Canada. She always wanted to get permanent residency of Canada because she had many of her friends and relatives in there. She also thought that they would have better life style if they moved to Canada”. She was attracted towards the cosmetic life in Canada. Most of her friends are settled down in Canada. She might have talked to them and fascinated towards the better life in Canada. She dreamt of going Canada.

I realized his pain while we had conversation. I saw his real face and hard life due to her ambitious desire for Canadian permanent residency. He has been taking care of his two young kids. I myself could feel his difficult times at this moment. He became addicted of drinking alcohol. He became frustrated due to her immature behavior of her wife. During our conversation, he further added that she would often express her desire to settle in Canada. However, her husband had never thought of going abroad. He wanted to stay in Nepal forever even his friends are encouraged him to move to other developed countries. He was already settled down in Kathmandu. He earned almost one lakh rupees per month in Nepal. His wife earned about 40 thousand Nepalese rupees per month. They were living a comfortable life in Kathmandu. He never wanted to move to Canada.

They often had arguments on the same issues. Sometimes, involving physical fighting and even he threatened him to commit suicide if he would ignore her proposal. By then, she left him and started to live with her mother. They together had two children, who going to school in Kathmandu. He worried about them and he could not share the facts to them. He would often assure them that she

would be back after some time. The effect had taken its toll on him and had become drunkard due to it. He had not been eating and sleeping well for a month. He tried to call her many times, but she ignored his calls and never responded back. She always said that that her friends had been earning well. They are having better life in Canada. They even had earned a prestige in the society. They also bought pieces of land in different cities of Nepal. She would argue that those friends had the same qualification and work experiences they got the permanent residency in Canada. Thus, she wondered why they could not. She would repeatedly raise the same question to him. He added that he tried uncountable numbers of times to convince her to stay in Nepal. She would often cry when he told his final decision was to stay in Nepal. He was my childhood friend, thus, I wanted to know the reasons why he was so upset. Then, I critically explored the reason why his wife wanted to move to Canada, despite their appearing to have everything here in Kathmandu. He earned a handsome salary in Kathmandu, while his wife was also employed.

### **An Obsessive Wife for Canada**

After hearing the story of Yubaraj, it can be said that his wife has been desperately wishing to move to Canada. The Middle-class families from the developing countries are mostly geographically mobile towards the USA, Canada, the UK and many more developed countries. Yubaraj had completed his master's degree in English literature and had been teaching English in a private college. He was married and had got two children. His wife also teaches in a private school at Kathmandu. They both had jobs in Kathmandu. His wife might have understood the opportunities that Canada provided to the skilled people from the developing countries. She got to know that her friends have better life style and job opportunities

in Canada. We continued to meet with each other. We met at a café nearby my house for the next meeting. Here are some conversations between us;

*Yubaraj: I tried to convince my wife, but she is insistingly claiming that she has to go to Canada.*

*I: How was her response?*

*Yubraj: She still wants to go to the Canada. She won't listen to me. It's difficult to imagine how much pressure she's put on me to go abroad.*

*I: Do you know what made her want to go to Canada?*

*Yubaraj: I know that most of her friends are staying in Canada in permanent resident visa status. I understand that her friends encourage her to come and adjust in Canada. I also realized that she may be envious of her friends as they are enjoying there by travelling and having their life of five stars in Canada.*

*(He gets angry and walks around the coffee shop).*

*I: Could you tell me what things in Canada motivated her?*

*Yubaraj: Yes, she always talked about the economic opportunities, free education, life skills training and job securities and so on. (Field note, 20<sup>th</sup> December 2017).*

Canada offers better services such as finding the job, opportunities of free education, life skill training and so on. Further, Hollifield, Martin and Orrenius (2014) state that Canada offers many immigrant services without any cost to help the new comers in Canada such as in finding the jobs, to get necessary qualification, to get foreign credentials, improving skills for the job, finding accommodation and more.

Therefore, many of the foreign graduates are interested to immigrate permanently to Canada. In this story, I came to know that his wife got information

about the Canadian system through her friends overthere and attracted to go there at the earliest. In this context, Kuznetsov and Sabel (2006) state that motilities of the young talent focuses both in learning and carrier development from the developing countries to the developed countries. It is indeed true that western countries can offer qualities of life for living. And, in this story, the wife always longed to have the permanent residency of Canada because she has lots of friends and relatives in Canada. She also thought that they would have better life style if they moved to Canada. She is attracted towards the cosmetic life in Canada. She thinks that people who come to Canada from other parts of the world want to be proud members of the community who work to support themselves, contribute to society and help people they left behind.

### **Grass is always Greener in Canada**

I again followed up with him and asked him to meet after some days to which he agreed. We both managed our time and sat for coffee near his home. He also looked sad and disappointed as if he had lost something from his life. We ordered two cups of coffee and started our conversation ahead. The conversation between them went in this way;

*I: Did she call you again?*

*Yubaraj: No, my friend. She did not understand me. I wonder how we can we continue our relationship this way.*

*I: Did you call her?*

*Yubaraj: Yes, I did, my youngest cried a lot last night. He needs her presence at this moment.*

*(I could see his pain because of eyes full of tears).*

*I: When did you call her last time?*

*Yubaraj: She received my call two days ago.*

*Me: What did she tell you?*

*Yubaraj: I told her to come home soon. But she repeated same issue of migration to Canada. She told me that we would have lots of opportunities in Canada. We would have job opportunities along with financial and social securities for our children. Even my friends are doing their best in Canada after they went there.*

*I: What was your response?*

*Yubaraj: I said no. I questioned her that why she thought that it was better than here. We would need to start from zero in Canada. We did plenty of hard work here in Nepal. We had a respectful and comfortable life in Nepal.*

*I: Ok. Listen, my friend. She may be right to some extent. You will get more opportunities; however, you will have some difficulties for some days. Try to convince her as soon as possible because you have two children at home, who need your support at this time.*

*Yubaraj; Yes you are right. But, I don't want to go abroad. I don't want to start from a low level job. It will be difficult to sustain if I don't get job there. (Field note, 30<sup>th</sup> December 2017).*

She expected more from the lifestyle of Canada as she assumed that her friends were having beautiful life over there. Her husband acknowledged that the barriers such as financial hardships, stress, and the difficulties of balancing home, work and educational responsibilities were interfering with their ability to realize their education, social, and career aspirations in Canada (Magro, 2008). He understood the difficulties of living in Canada due to the barriers of financial hardships, stress and difficulties of home and work. Thus, he was not ready to

migrate to Canada. However, his wife was impressed by the cosmetic lifestyles of her friends who have been living abroad for a long time. This story is to talk about the struggle for the quality of life and the expectation of the new life abroad.

Generally, developed countries such as the United States, Canada and the UK attract many international students due to the quality of life, which ultimately is the reason why students try to migrate to such countries.

Although Yubaraj had been living an average life in Kathmandu, his wife was attracted towards the Canadian lifestyle of her friends and kin. That was the prime reason she decided to move to Canada permanently. She came to know that it offered many services for migrants without any cost to help the new-comers in Canada such as in finding the job, getting the qualification, getting foreign credentials, improving skills for the job, and finding accommodation. She was impressed by her friends and relatives who had been living in Canada for a long period. So, she wanted to go Canada at any cost. Finally, when she could not convince her husband and she felt obliged to leave her home for sometime. Therefore, I personally think that due to both having two opposite views they had been fighting on the same issues for a while.

### **A Rustic Boy to Cosmopolitan City**

I met Pradip Chhetry in Sole Education consultancy, Putalisadak, Kathmandu in January 2018. I went there to meet possible participants for my research project because I knew there was a seminar being held for students interested in studying in Japan. When I entered into this consultancy, I saw a crowd of students there.

Amongst the attendees, I saw a young man who was carrying his hand bag looking for the director of the consultancy. He looked as if he was originally from a rural place of the country. I went closer and inquired about him. He shared that;

*I am originally from the eastern part of Nepal, Ilam. I grew up and completed my higher education from the same village of Ilam district. I am belonging to a poor family background. I have passed my 10+2 with an average grade. I recently got visa for the Japan. I came here to get information for the further process for my journey to Japan.*

So, he was from Ilam, one of the far- After completing his 10+2, he came to Kathmandu and applied for his student visa to Japan through this educational consultancy. He was an average student, therefore, he chose to pursue his further education to Japan, since it was easy to get the visa for Japan to those students who had lesser percentage in their academic degree. Even though it cost him a million rupees on the tuition fees and other expenses, he was exhilarated that he recently got a student visa for a Japanese institution. It was especially hard for him to manage this amount as he belonged to a poor family. Despite the poverty of his family, youth, Pradip has relied on social networks, different work strategies to sustain in the poverty, and trust in order to perform their work in the work station (Scheld, 2007). He came to Kathmandu through the link of his friend and was thankful towards everyone who helped him to get his visa to Japan. Then, I asked him if he would like to share about his experience of visa process. He continued:

*I read news about study abroad in Japan through the Kantipur daily news. I came to Kathmandu for my student visa process leaving behind two of my siblings and parents, who are 60. Luckily, I met my childhood friend who helped me to find restaurant job in Kathmandu. I worked in a restaurant from which I managed some cash for my language tuition fees and processing fees for the student visa. I rented a small room, which was quite dark, in Bagbazaar during the visa processing time.*



Finally, he met his childhood friend who had come to Kathmandu a year ago. His friend helped him to find a job in a restaurant in Bagbazaar, Kathmandu. They used to pay him 8,000 rupees monthly. He had rented a cheap dark room in Bagbazaar, which was only five minutes away on foot to the restaurant. Although he worked in a restaurant, he was envisioning alternatives for the permanent future. He used to read Kantipur daily newspaper everyday and that is where he saw an advertisement for the study in Japan on a very cheap price. Moreover, they offered the Japanese language course for free of cost. Then, he visited the Sole Education Consultancy and got counseling for the study in Japan. He told me that he chose Japan because he neither had good academic percentage nor a strong financial condition. He had a difficult life for various reasons. He had a mother and father that were 60 years of age, who had been suffering from a chronic heart disease. On top of that, he had to take care of a brother and a sister and their study. He even had to work in the field for the bread of the family. Unfortunately for him, he was unable to continue his Bachelor's degree in Nepal due to lack of his family support, and importantly, his financial circumstances.

Another major reason he chose Japan because the students could get twenty-eight hours part time job during student period. He had the family responsibility to educate his brother and sister. On the other hand, his father only could not support the family. He said if he stayed in Nepal and continued his study, he would not be able to support brother and sister. He is the only educated child in the family. Thus, he had to go abroad where he could continue education and earn some money for everyone in the family.

### **Family Expectation and His Responsibility towards Family**

After hearing the stories of Pradip, I felt disturbed in my mind and looked forward to talking further to him very soon. I personally met Pradip at the Sole Educational Consultancy time and again. I asked his time to meet him to know more about his stories of struggles during student visa process. We met near a tea shop at Bagbazzar which was near to his consultancy. The conversation between us went like;

*I: Could you share me about your family background, Pradip?*

*Pradip: Yes sir, I am belonging to a poor family. I come from the village area of the eastern Ilam.*

*I: How many members are there in your family? Who will look after your family?*

*Pradip: We are five in a family. I am the eldest son, so I am looking after my brother and sister for their education. My parents are farmers.*

*I: Why did you go abroad by paying such a huge expenses on your tuition fees?*

*Pradip: Apart from for my higher education, I tried to go to Japan to support myself financially. I can work 28 hours alongside my higher education. If I stay in Nepal, I cannot earn while I am student. So, I am hopeful that I can earn good sum of money along with my higher education.*

*I: Why did you choose Japan as you do have more options for abroad destination?*

*Pradip: I chose Japan as I have 50% marks, which is not as high, in my higher secondary education and my financial situation can also meet the requirement for the Japan. (Field note, 14<sup>th</sup> January 2018).*

Pradip was grown up in a poor family background. He was the eldest son in his family and had two siblings and his parents in his family. The responsibilities to educate his sibling in Kathmandu valley was upon him. It was really difficult to look after his family through his income in Kathmandu. Thus, he thought of going abroad to earn as well as get his international degree in Japan.

The international students are allowed to work only 28 hours per week by the law of the international universities and colleges. The character, Pradip Chhetry, of this story belonged to a poor class family background where they only relied on their farming profession. When he started studying and working in Kathmandu, he used to work day and night to afford his accommodation and education to his sister in Kathmandu. It is really challenging to manage the expenses of his siblings and for his monthly accommodation.

Hence, my participant, Pradip realizes the importance of his family and the ageing members of youth cultures (Hodkinson, 2016). He was the eldest son of the family; therefore, he had responsibilities to take care of his parents and younger siblings. It was really hard for his parents to cover their tuition fees and food from their family income from farming profession. However, his parents are supportive for his higher educational journey to Japan. He completed the higher secondary education from his village school with 50% marks. He had morning classes in the college level. He used to help his parent's whole day in the farm. He even had to complete his task at home. He was the eldest son of the family so that he had to take care of his younger brother and sister. He came to Kathmandu for the job that helped him overcome his poverty. It was very hard for him to find a job in Kathmandu. He was tired of finding a job in Kathmandu. He spent some money that he had taken with him when he came to Kathmandu.

### **The Game is Over**

This story really represents the story of the students who originally belonged to the developing countries in the world. It is a common problem in our country Nepal too. According to him he managed the cost of the tuition fees by mortgaging his land and house in the bank. It can be seen that he hardly made the amount which was spent for his abroad study process. The average students are financially vulnerable as they have few assets and paltry incomes (Fosnacht & Dong, 2013). It is obvious that students may face the financial difficulties during their study period as they need to deposit the large sum of money to attend the full-time courses in the universities abroad.

*I phoned him for a long time and asked his time for the next time meeting. I wondered that how he would manage his tuition fees for his abroad journey. I was wondering whether he got visa or not for Japan. When I entered the consultancy, he was waited in the reception area. He seemed happy even though he had pain inside him. Then, I offered him to have cup of tea at the nearest tea shop. We walked upto the shop and ordered two cups of black tea. Then, we started our conversation;*

*I: Did you apply for the visa to Japanese school?*

*Pradip: Yes sir, I did apply for January session.*

*I: How much money did you pay for the tuition fees?*

*Pradip: I paid almost ten lakhs rupess which was sent by my parents.*

*How did you manage your tuition fees and the language fees?*

*Pradip: My parents mortgaged their home and land in the bank and got loan for tuition fees. But, I also worked here to manage to settle down the expenses here.*

*I: Did you receive visa for japan?*

*Pradip: Yes sir, I recently got visa for Japan.*

*I: Congratulation Pradip. How are you feeling?*

*Pradip: I am feeling exciting. But I am bit worried about my family and loan as I have to do something to support my family.*

*I: How much did you struggle during your visa process?*

*Pradip: I struggled a lot because I did not have any relatives except my friend. I used to work in a restaurant to cover my expenses of living in Kathmandu. Furthermore, I had to do several journeys from Kathmandu to Ilam and back to prepare documentation for my visa documentation. I also spent a lot of money for the documentation.*

*(He took a long breathe and had a look at his document in his hand).*

*I: How difficult did you feel during your visa process?*

*Pradip: I very difficult during the visa process. I was a totally stranger in Kathmandu. I used to work hard to manage my pocket money to run my days in Kathmandu. I also went here and there to prepare my visa document and bank statement for the visa process.*

*I: What support did the educational consultancy provide you?*

*Pradip: I got guidance to prepare allthe required documents and financial document such as property valuation, income certificate, relationship document, job experience letter ad 150 hours language certificate.*

*I: Didn't your parent support you financially?*

*Pradip: Yes, they do, but we are from a poor family. They helped me manage my tuition fees. I was the eldest son of my family. (Field note, 20<sup>th</sup>January 2018).*

They asked him to drop the original educational certificates for the processing. Then, he started to take the 150 hours of Japanese language course which was required for the admission into aJapanese language institution. Then, he

left the job of the restaurant. He could barely survive with almost 30 thousands rupees he had collected from his job. He used to have only Rs.10, 20, or 30 for the food. He avoided visiting any expensive restaurant with his friends during his language preparation. He had also a desire to wear new clothes and go for a night out, but could not afford. At his worst times, he closed himself into a dark room because of his financial problems. Above all, he mentioned that it was really hard time to learn the Japanese language courses.

After the documentation stage, he got an offer letter from a Japanese language school. Then, he talked to his parents for the tuition fees and the visa cost. Luckily, the cost of tuition fees was lesser than other Japanese language schools which cost only ten lakhs seventy thousand Nepalese rupees. He talked to his parents about the cost for the Japan. They agreed to mortgage their land and borrow a loan of ten lakhs rupees for their son. Then, they sent him the money for the processing of Japanese visa, which he gave to the education consultancy for the tuition fees.

Then, after the payment of tuition fees, he also had submitted the income documentation for the eligibility letter. He also collected other required documents for student visa to Japanese institutions. The trouble was to collect 6 months bank statement for the immigration purpose. My family also supported me to collect the money and maintain the bank balance for the visa purpose. Thus, his family borrowed the money from other people for his further studies. Then, after a week, the Japanese School conducted his interview over the telephone. "After some days, I got a ring on my telephone from the education consultancy informing that I had received the eligibility letter," he expressed happily. Then, he applied visa at the Japanese embassy in Kathmandu. Finally, he got the visa for Japan. He remembers the day when he got the visa for Japan. Firstly, he telephoned his parents who always had

helped him to encourage applying for the visa. They also blessed him and encouraged him doing well in the future that would always make them a proud parent. He looked very happy when I had this interview in the consultancy office. He was quite exciting to go to Japan as it was his first journey abroad. He was hopeful that he could have studied as well as earned some money for the family.

More importantly, it is difficult to balance both the education and work in their daily life. He would experience financial difficulties while abroad. The university tuition fee in itself was expensive. The financial stress can arise due to lack of funding for paying the tuition fees and accommodation on time. Therefore, students are being unable to pay their installment of tuition fees and loan from the developing countries. Similarly, Davis and Manter (2004) state that financial stress unable to meet the financial demands to fulfill their necessities during the student life. It is seen that the character is struggling to manage the processing charge and the tuition fees for journey to abroad. He hardly survived in Kathmandu and would have only Rs.10, 20, or 30 for the food. Even though he liked to go to have food and drinks with his friends; he rarely went to the restaurant. Similarly, he desired to wear new clothes and go out in the night; but he had to confine himself into his dark room because of his money problem. Even his parents had hardly collected the money for his tuition fees and the visa cost. Thus, it shows the poor financial situations of the students from the developing countries.

As a critical researcher, I have noticed that Pradip, who went through the vulnerable financial situation, put his parent's property at risk for the cost of his educational journey had really made everyone emotional. This story describes the struggle and expectation of his family and how the financial burden made him to think about journey to Japan for his further study. It can be seen that he had to put his

land and property in mortgage for the cost of his journey to Japan. The vulnerable financial situation has really made him difficult to afford the study of his sibling in Kathmandu. In addition, Pradip has gone through many ups and down during his stay in Kathmandu. He is the one who has to not only managed the expenses for the living cost of his brother and sister but also has to afford the living cost of his parents in his home town. This story also represents the character PradipChhetry, who has undergone though several happy and sad moments in the country.

### **Chapter Summary**

Chapter five explained the story of struggle and expectation of abroad study of my three participants-- Urmilla, Yubaraj and Pradip, respectively. Then, I have reflected my own stories along with their stories to explore the deep level of understanding about my research. In addition, this chapter has presented their struggles and their expectations during the process of getting for their higher education abroad.



## CHAPTER VI

### LET ME HAVE A SIGH OF RELIEF

This chapter addresses my research question- How do the Nepali students narrate their stories of the process and its outcomes of abroad study? In order to explore the research question, I presented the stories of my two participants of UjjwalUpprety and RojinaRai, respectively. Then, I start reflecting on their stories connecting with youth anthropology (culture) about their trend of going abroad for study. I presented the story of two individuals who had already been to the UK and returned to Nepal to establish their own school business. They experienced the education and work environment from there. I tried my best to present their stories of their hope and experiences they had while they started their student life in the UK. In this chapter, I personally arranged for their interviews to explore the deep level of conversation to bring their views about the struggles and their expectations regarding study abroad. Then, I reflected on my own opinions to connect their stories to my own experiences by using the youth culture literature in this research.

#### **Hard Work Pays off to Ujjwal**

I met UjjwalUpprety in Dikshya Secondary School, Koteshwer, Kathmandu, in February 2018. Ujjawal was a Program Co-coordinator plus secondary level English teacher in the same school. It was a coincidence to meet him in that school since I was invited by a friend of mine who worked in the same school. I was waiting to meet my friend inside the administration building. I saw a guy, looking well-dressed, who was coming to the place where I have been waiting my friend. He greeted me with a smile and asked me whom I was waiting for? At the same time, my friend

came to see me in the same building. He introduced him as their program coordinator as well as the English teacher at his school. I also got to know that he had completed his Master's degree from the United Kingdom. Thus, we became closer as I completed my Master's degree from the United Kingdom. Then, I told him about my research topics, purpose of the study and request for his participation. He seemed keen enough to share his story. Therefore, I was lucky that I got him as a participant for this research. Then, he asked to his reception for tea and started our conversation.

*I: Could you please tell me about your academic journey to the United Kingdom?*

*Ujjwal: Of course, sir, I came from the eastern part of Nepal and struggled to pursue my higher education in Nepal. I completed my Bachelor's degree from Nepal. Then, I started to look for my higher education to the United Kingdom. I had a hard time while I was studying Nepal because I had to look after the education of my sibling. I used to teach at school during my student life in Nepal. That's why, I chose United Kingdom for my higher education.*

*I: How was your study and work balance in the United Kingdom?*

*Ujjwal: It full of challenges as I had to both study and work simultaneously. However, I did manage my time and was able to graduate from there on time. I also earned some money during the post study work period. In the end, I had both the UK graduate degree as well as some savings for my coming future.*

*I: How was your experience about abroad life?*

*Ujjwal: I never felt boring during my stay in the UK. After my completion of my study, I got post study work visa, where I had chances to experiences the UK job along with handsome salary. During that time, I had chances of getting job experiences which also enhanced my resume to update my professional carrier.*

*I: Whe did you returned from the UK?*

*Ujjwal: I came back to Nepal after the post study work visa was completed.*

*I: How did you feel now?*

*Ujwall :(Taking a long breathe.....), I felt lucky as I returned to my country and settled down in the establish school of Kathmandu. (Field note, 5<sup>th</sup>February 2018).*

According to Ujjawal, he was a very talented student while he was in school and college level. He was originally from Urlabari, Morang, which is located in eastern Nepal. Although he completed his schooling from Urlabari, he finished his college education from Kathmandu. He belongs to a middle-class family. After his SLC, his parents supported his higher secondary education financially. However, after his higher secondary school, he had to manage the tuition fees and accommodation in Kathmandu, where he had no any relatives to support his college education. As soon as he started his bachelor's degree, he started teaching in a private boarding school in Kathmandu valley to support his education. With the money he earned from teaching at the school, he did not only have to support his study and living, but also had a brother and a sister to look after and support while they studied in Kathmandu. After completing his bachelor's degree, he felt additional burden of looking after his siblings as they were grown-ups. The college life of his siblings was higher in cost comparison to school education. It was a hard time to manage the expenses from his income from teaching at a private boarding school in Kathmandu. That is why, he started planning the journey to the UK for his further study. Meanwhile, it was easy to enter the UK in the student visa category because he had a good academic record and good knowledge of English language. Thus, he got the UK student visa in 2010 and got enrolment in master's degree in

creative writing. He remembered his student life and the struggles he had gone through in the UK. He had explored new career options and he was also impressed by other people and interested in learning new things about new cultures from other countries. He was also excited about the great experiences as he had learned many things that have had a large impact on his life. He believed that this would help him in the long term both personally and professionally. He argued that the outstanding education which was provided with the best lecturers and the ultimate education package from the UK universities had really impressed him. At the same time, the university provided him endless means to apply that acquired knowledge in real life through placements, work experience and voluntary work. He thought that the UK is the best place to prepare anyone for any ambition to give them knowledge and teach them how to use it.

However, it was really hard to sustain for the students from the developing countries like Nepal. Ujjwal started finding a job virtually from the month he landed in the UK. He studied really hard to achieve the higher grades, but he worked even harder to find a good job. He went to the networks of his alumni, friends and family. Ujjwal reckons he might have visited to more than hundred employers, but he did not get a job. Although he had sound qualification to be eligible for plenty of jobs, he did not get any due to his Nepalese passport. Finally, he started his job in an Indian restaurant, where he would work for 12 hours a day against the rule that permitted any international student to work no more than 20 hours each week. He was obliged to risk in order to support his tuition fees. He even used to fall asleep in the classroom due to the long work hours in the restaurant. The hard working caused his back pain which became a problem for his study. Somehow, Ujjwal completed his degree and applied for the post study work visa for another two years. He worked hard for

two years of post-study work period and earned some money for his future. However, the job was difficult for him. Finally, after the completion of post study work visa, he came back to Nepal and bought some partial share of the school. Then, he started teaching in this school as a regular fulltime teacher.

### **Every Cloud Has a Silver Lining**

Ujjwall, in this story, hoped to see the better future ahead before making his journey to the UK. He went there and experienced it as an education and working environment closely. He still is proud to enter into a welldeveloped country with incredible culture, language and academic activities in the UK. He also believed that he had gained better transnational competence meaning language, cultural and technical skills than the other people (Hawkins & Cummings, 2000). He thinks that it is the biggest advantages of going abroad for study. It is an opportunity to meet new lifelong friends from different backgrounds.

Ujwall, who completed his graduation from the United Kingdom, felt lucky to have an international degree as well as got the UK work experiences. He graduated and got 2 years of work study visa to stay there. He is really happy to share his experiences to me during our second meeting. *He said:*

*I am lucky to say that I had completed my graduate degree from the United Kingdom. I had opportunities to learn English language and new culture from my class mates and my working station. In addition, the learning method was practical rather than theoretical. I also learnt practical knowledge through the use of ICT in the course of getting his graduate degree. I also got 2 year post study work permit visa to utilize my degree into my professional carrier. Furthermore, I had earned handsome sum of money as well as work experiences to update my professional carrier ahead. I found*

*diversity in the class room from the different countries.* (Field note, 25<sup>th</sup>February 2018).

During studying abroad period, he had opportunities to attend school and live with students from different countries in the world. This gave him the opportunity to be familiar and create lasting relationships with fellow students. More importantly, I personally had understood the feeling and respect of other cultures and history in abroad. I myself witnessed a completely new way of life in the UK. Hence, he had explored new career and he was also impressed by other international friends and interested about learning new things about new cultures from other countries.

In addition, he believed that in order to connect with the international friends, it can be beneficial to create public network which is very useful in the upcoming future. In the same way, Ujjwal also realized that studying abroad really brings him out his independent nature. Thus, it is indeed true that students who study abroad become explorers of their new nation and really discover the curiosity and excitement that they harbor. He also accepted that being in a new place by him which was an overwhelming time, and it tested his ability to adapt to diverse situations while being able to solve financial, study and job-related problems.

### **Gained Valuable Experience in Abroad**

Ujjwal, who completed his graduate degree from the UK has also benefited students to create lots of opportunity to discover while acknowledging the world and understanding of a different culture from his friends all over the world. Moreover, he developed the valuable personal attributes such are self-direction or self-authorship (King & Magolda, 2005). He believed that the outstanding education which is provided with the best lecturers and the ultimate education package from the UK universities had really impressed him. At the same time the university provided him

endless means to apply that acquired knowledge in real life through placements, work experience and voluntary work. He further said:

*I achieved the degree which is recognized all over the world that helped me a lot to find the professional job in my home country Nepal. I believed their education and their outstanding teaching learning method to sharpen my knowledge and skills for my further carrier. Similarly, I have become independent which was taught through the struggling life styles in the UK. I used to work part time during my student life to support my tuition fees in the United Kingdom. But, during post study work period, I used to work 50 to 60 hours a week to support my families back to home. I garnered valuable work experiences at that time which assisted me to speak English confidently in my job now. I became hardworking, self dependent and open minded after returning from the UK. All in all, I am satisfied with the degree and experiences of the UK Life whatever tuition fees I have paid for the degree.* (Field interview, 2<sup>nd</sup> March 2018).

Thus, he realized that the independence and open-mindedness are powered by the experience of studying abroad (Hadis, 2005). He explained that he worked for 12 hours a day in a restaurant even though the students were allowed to work only for 20 hours in a week in order to support his tuition fees. He even used to fall asleep in the class room due to the long hours work in the restaurant. Similarly, Ujjwal completed his degree and applied for the post study work visa for another two years where he worked hard for two years of post-study work period and earned some money for his future. Finally, after the completion of post-study work visa, he assured that he can do some business indecently and came back to Nepal and bought

some partial share in a school. Then, he started his school business and teaching English subject.

International students bring many benefits to the UK, which have been well articulated in recent years. They bring diversity to campus life and enhance the student experience for ‘home’ students; they support the provision of certain subjects, particularly at postgraduate level; and they provide a valuable source of income to universities and to local economies via expenditure on and off campus. Those students who pursue their higher education had not only achieved the global skills but also made their own self-perception in their life. He feels lucky to experience the new country with incredible new culture, language and academic activities in the UK.

Similarly, through the eye of the critical researcher, I have found that the study talked about the benefits to create lots of opportunity to discover him while acknowledging the world and an understanding of a different culture from his friends all over the world. In addition, the inter-personal development skills and knowledge of international culture are the key skills to learn from the abroad study. This story has also taught about the hard working, independence and open-mindedness culture which were gained from the life experiences from abroad.

### **Rojina’s Abroad Journey from India to the UK**

I was desperately looking for my potential participants to complete my research. One day, I received a call from my friend, Nirmal, who worked as a General Manager in DAV school, Jawalakhel, Lalitpur. I informed him about my research of my MPhil degree. When I shared about my topics on the abroad study, he became interested and promised to introduce me to his friend Rojina, who returned from the UK in 2015. She worked as a Science teacher in the same school. The next



day, I took my motorbike to go to the school to meet her and was really excited to meet her around 1.30 pm. When, I reached there, she was on her lunch break. My friend, Nirmal was good friend of her, therefore, it was easy to talk and share my phone number to her. Then, I asked her time after the school hour on the same day. Then, I waited her till 5 pm in the school premises. We went to a nearest coffee shop to continue our conversation. The conversation between us went like so:

*I: Could you tell me about yourself and your abroad journey?*

*Rojina: Sure, I was born in India as my father was an Indian army. I had completed my higher secondary education from India. Then, I came to Nepal to pursue my education in 2009. I had friends and relatives in the United Kingdom so I was influenced to go to the UK after I came to Kathmandu. Then, I sat for my IELTS test and prepared visa documents for the visa approval to the UK. I went to the UK in student visa and after completing my study and post study visa, I returned to my country.*

*I: How did you feel after completing your degree?*

*Rojina: I was glad after completing my education. I was also lucky that I had found the professional job in the UK during my post study work visa period. My family also congratulated me after I had passed my degree.*

*(She smiles.....excited to continue our conversation).*

*I: What have you achieved and gained after your degree?*

*Rojina: (Hmm.....). I achieved an international degree certificate which is globally recognized. I also gained valuable work experience which enriches my professional lifestyle for my future. I was able to become self-dependent due to the international degree. I have my own identity here in Nepal.*

*I: What struggles have you gone through during your visa processing and after your visa?*

*Rojina: I had gone through several of those during the time of preparing the documents. Similarly, for the first 6 months after being in the UK, I still had no job and a proper accommodation. Besides, once I got the job, I had to work hard on top of the study I had to do. I got confident and became independent.*

*I: Do you think that international degree really helped you to become confident and independent to you?*

*Rojina: Of course, it really helped me out to become self-dependent and confident. I learned new skills and methods using modern technology from abroad. Thus, I enriched my learning capacity which is useful for this current job. I am now confident at my job to share my knowledge to my students and friends. I no longer depend on other family members. (Field note, 5<sup>th</sup> March 2018).*

She completed her school leaving certificate and higher education from Darjeeling, India as her father was an army there. She spent most of her childhood in the various cities of India. She never felt financial shortage in her student life. Her parents supported her study up to the higher secondary education. Currently, she teaches science for the lower secondary and secondary school students. She started telling her story of student life in the UK. She did not want to remember her days in the UK, where she struggled like nothing else, in order to pay the tuition fees and accommodation. She acknowledged that study abroad is a main weapon to take an edge on the global competitive market. She started her journey from India to Kathmandu for her abroad study. The trend of youth abroad going has been becoming fashion in the developing countries like Nepal. Likewise, Rojina also represented the younger generation who wanted to fly to the developed countries for

their higher education. After completing her higher secondary, she planned to study in the UK as most of her relatives were living there in comparison to other countries. Most of the students from Nepal also dreamed of the UK at that time. In the same way, Hser (2005) states that study abroad will better prepare graduates to meet opportunities and challenges in an increasingly globalized and interdependent world (Hser, 2005). It was almost 100% visa success rate at that time. The UK immigration rule was also made comparatively easier for international students at that time. She thought to move to Kathmandu as there were mushrooming numbers of educational consultancies. It was not so easy for her to settle down in Kathmandu because of the climatic difference between India, Jhapa and Kathmandu. Moreover, she thought, the city was dusty and polluted. It took almost a month to acclimatize in this new environment of Kathmandu. In addition, she took some days to find the right location in a college of Kathmandu. Then, she started sitting for the International English Language test for the language requirement. She scored almost 7.0 out of 9 band score on this test. She prepared her documents from the Shine Education Consultancy which was located in New Baneshwor, Kathmandu.

It was a hard time collecting the financial documents for the student visa purpose as she was new in the country. The education consultancy took a long time to get her admission at a university in the UK. "They always told me lie that it would come tomorrow" she lamented. Finally, she got the admission in a reputed university in the UK. She used to dream that life would be easier for her since she had hundreds of relatives in the UK. But, nobody helped her in her difficult condition because the university tuition fee was higher. Even the accommodation was beyond her budget. The travel cheque she took had almost finished within the first two weeks of her stay in the UK. She told me that the high tuition fees made her work part time

job indifferent companies in the UK. It was in fact very difficult to get a job there, without having a local bank account. During her hardship, she was ready to do any type of job she could find. She went desperately knocking at every door looking for jobs, be it restaurants, carehomes or factories. She said she did not leave any stone unturned.

Then, she needed to have a home address confirmation along with the five years of personal history of the applicant. It itself was difficult due to a tough competition. She kept on applying to five different employers. At last, she was selected for the four jobs in different locations. That was when she found her part-time jobs. It was not as easy to manage her time for her part-time jobs because she also had her classes in the university. These jobs taught her valuable lessons in her life which made her a multi-tasker to start with. Then, she started developing people's skill, she got better in speaking to strangers. Additionally, she developed her English skill even further. Thus, ultimately, her part-time jobs were an important aspect of her abroad living that helped her become an independent woman, and equipped her with important transferrable skills that she would utilize later in her life in Nepal.

She also earned good amount of money while she was in student visa. She graduated in micro-biology from a university in the UK and had no intention of working in the UK for long after her post-study visa. So, she decided to return to her own country after that period. During her post-study permit, she continued to work hard in different places. From there, she got an opportunity to come in contact with several people from other countries. This helped her hone her communication skill and further boosted her confidence level. Upon her return, she planned to buy some share of schools in Kathmandu. She wanted to be a good science teacher in a

secondary school in Nepal. She had been teaching in DAV school. She expressed that she was proud to have a degree from a university in the UK. The abroad experience made her independent in her life and made her quite confident in her job. She believed she was equipped with the theoretical and the practical education from the UK. She was also happy that she has got an international degree in her hand; however, it must not be forgotten that she had bad days abroad. She looked excited to talk to me in our conversation. She again told me that she was teaching in a good school because she had a good degree from the abroad. She felt proud to be a teacher because everyone respected her and was recognized as a role model teacher in Kathmandu.

Finally, I realized that study abroad has also provided the better future ahead of the international students that can be noticed from the story of Rojina Rai. However, there were pains and gains abroad, she became confident, hard worker and a self-dependent lady in the country. Hence, Rojina has become the role model youth for those who wanted to leave the country for their higher education abroad.

### **Hope for Successful Life as an International Student**

After completing her higher secondary, Rojina planned to study in the UK, where she hoped to start her new life because many of her relatives were living in the UK. International students are defined as students who leave their country or territory of origin and move to another for the purpose of study (Murphy-Lejeune, 2008). Thus, the international students are those who originally come from the foreign countries for the academic purpose in the destination countries. This story also shared the hopes of an ordinary student from the developing country to the world's top education provider destination in the UK. It is indeed true that the internationalization of higher education has been growing significantly worldwide

with the economic and social changes driving an increasingly global knowledge economy.

After meeting with Rojina, I was thinking that abroad study can bring the confident and self dependent to their life. I had also completed my Master's degree from the United Kingdom; I reflected it into my life and found more changes than my past life. After our initial meeting, we kept in touch. I phoned her for the further meeting to explore about her hopes before she went abroad. She told me to meet in the evening at Koteshwor, so I did. We met at the café to have cup of coffee. Then, we started conversing to each other.

*I: What hopes did you have before going abroad?*

*Rojina: I hoped that it would be easy to get part time job and would have a better life than I had. But I had to work harder than I hoped before going abroad. (Coffee arrived on the table, we both drank ..... contd. our conversation).*

*I: Did your relatives help you to find the accommodation and job there?*

*Rojina: No, they did not. I did everything myself whatever had to be done. That's why I have become strong lady now.*

*I: How did you experience about an international degree?*

*Rojina: I experienced it as both exciting and challenging as an international student. We need to study as well as earn to support our tuition fees if we pay ourselves. In addition, I felt quite challenging to adjust into the international environment due to the diversity of language and culture. (Field note, 12<sup>th</sup> March 2017).*

Rojina flew to the UK for her higher education with a hope for better life in her life. She got admission in a reputed university in the UK. Firstly, she dreamt that the UK life would be easier for her since she had several of her relatives over there.

But, nobody helped her in her during her difficult situation because of the university tuition fee was higher in the UK. Even the accommodations were too expensive. Her experience and hard work with time made her more independent and bold to sustain into the problematic situations. She did her graduation and returned to Nepal with academic skills and practical experiences. She firmly believed her degree made her proud in her family. However difficult days she had abroad, she remained optimistic and looked excited for her upcoming future

This story illustrates the hope for the successful life journey and experiences of the students and their study and work life in the UK. Rojina started her journey to the UK to pursue her higher education. She got an admission and visa to the UK, she became self-dependent and a determined lady after completing her education from abroad. Moreover, she shared her opportunity to experience things that she had never done before in her life in the UK which made her more experienced and self-dependent in her life.

I also had international experiences while I was in the UK where it was considered to be valuable to develop number of skills such as openness, cultural exchange, learning new language, problem solving and so on. After I met her, I came to know that she was very happy that the education in the UK had made her independent in life and made boosted her confidence at her current job.

### **Experience Both the Student and Work Life in UK**

Rojina was happy to have a degree from the UK which helped her become a self-confident and self-dependent in her country. Additionally, provided her an opportunity to network with numerous professional people which helped her to grow up in her professional life. She was happy at her teaching job now. I always kept in touch with her after we met. We became good friends and closer to each other. She

invited me to her home on Saturday afternoon. So, I went there at around 1.00 pm. She introduced me to other people there were at the time - as her friend who was also returned from the United Kingdom. Immediately after the introduction, I felt much comfortable to talk to her. After gathering for a while, she prepared a cup of black tea for me. Then, we started talking to each other. The conversation went like:

*I: How was your experience of studying and part time job in the UK?*

*(I sipped my tea.....).*

*Rojina: I experienced difficulty in the beginning and for a long time, but slowly, I became habituated to maintain a balance between my study and work. Luckily, I did fine at my study.*

*(She seems happy.....sometimes smiles at me....).*

*I: Have you benefited through abroad study?*

*Rojina: Of course, I have been benefited by the degree and the time I spent in the UK. It has made me stronger than before. Moreover, I learnt about interpersonal skills, new culture, and language.*

*I: Do you ever regret coming back from the UK?*

*Rojina: No, I went for my study. Besides, I stayed there for more 2 years after my study. I got opportunities to learn more about the job environment and became financial stable. Therefore, I do not regret anything. (Filed note, 22<sup>nd</sup> March 2018).*

From my own experience, study abroad is vital to change our life into the right direction. I also had chosen to study in the UK because it could provide me numerous experiences to improve my skills and lifestyle. Similarly, Rojina was equipped with the transferrable skills such as language skills, jobs, cultural sensitivity etc. for her carrier development. In addition, Rojina also learnt interpersonal skills, cultural sensitivity, foreign language acquisition, lifelong



academic and the practical self-directed learning from the university and the working situation from the UK. Rojina also shared her experience of her life event which she had never done before in her life. Therefore, it made her more experienced than earlier days. She was excited to learn a lot more about herself in three years than she took almost twelve years in her school because she did graduate from the UK where she learnt and experienced new language, skills and cultures. According to her, she used to speak language both in the university and the working places. She mainly pointed her experiences about the benefits of study abroad going students are academic achievement and commitment, developed the professional career development, return on huge investment (Norton, 2008; Freedman, 2010; Parsons, 2010). Finally, both stories narrated the study abroad experiences that had impacts upon their lives upon returning home.

She talked about her part time job and her study in the UK. She used to study for 20 hours a week. She spent more time on her part time jobs. She was allowed to work for only 20 hours in a week but she used to work more than that in different places, because it was highly expensive to stay and study in the UK. She also worked hard and succeeded in completion of her study even though she was alone there. She mostly worked in an English environment, thus, she became confident to speak with other people. She also became punctual at her duty. It also taught her to be a hardworking person. Similarly, after her study, she had post study work permit in the UK. She worked hard during her post study work. She went through several ups and downs while working. She interacted with other staff and learnt new language and culture. She also learnt the importance of hard work while abroad. She encountered with different people during her job. Therefore, she garnered plenty of experiences which helped her become self-confident and for her career prospect.

As a critical researcher, I noticed that although all students benefit from the study abroad experience, they also have gone through many challenges during study abroad. The language, new culture, job environment, tempture and friend circle are key challenges for international students. I saw countless students who could not find any part time job for they were not competent in English language. They had problemscommunicating with other people in working stations. Similarly, due to the cultural difference, international students were unable to continue their jobs and studies in international universities. They had difficultiesadjusting into the new environment of international universities and colleges. In addition, they werenot habituated into the working hours and systems of the company. Some of the students were frustrated with the cold environment of other countries.

### **Chapter Summary**

The sixth chapter presented the story of UjjwalUpprety and RojinaRai about their hopes and experiences ofabroad study. Ujjwal, who completed his graduate study from the UK,had learned practical lessonswith two years of work experiences in his field. Thus, he has a confidenceto run schools in Nepal. He has even established his own school in Nepal. Similarly, Rojina completed her graduation from Teesside University, UK. She also learned practical skills as well as she became fluent in English language. She now has established herself as aprofessional science teacher in DAVEnglish School, in Nepal. I also reflected my own abroad study experiences to make their story interesting in this research. Also, this chapter describes the stories of two individuals who had already been to UK and returnedto their home countriesto establish their own school businesses.

## CHAPTER VII

### REFLECTIONS AND INSIGHTS

Student mobility is a globally emerging issue (Brezis, 2016). It encompasses both successful and challenging stories which the students from developing countries mostly experience throughout their abroad journey. I also found that youths are attracted to developed countries because of its quality education and the economic opportunities. I myself also experienced about the pros and cons of the abroad study when I was an international student there. What I came to know is that the number of the student migration has increased due to the quality education, higher standard of lifestyle, job opportunities and the internationalization of the higher education in the developed countries. However, the adverse political situation of the country also acts as a catalyst to increase the students' departure from their country of origin.

I myself left the country for the job opportunities and the quality of the education because I could not win the bread for my family despite doing my graduation in the country. Similarly, during the study, my participants were leaving the country in search of better option for economy, education and seemingly glamorous lifestyle. I also noticed my participants' excitement, romanticism, and struggles during their student visa process. Every participant was desperately applying for study abroad in spite of numerous struggles, plights and experiences in the process of studying abroad.

Furthermore, I myself own an education consultancy, thus, I have methundredsof students who have piles of their stories during the process of the student visa. I mostly send students to the USA, the UK, Australia, Europe, and the

New Zealand. However, I find it difficult to understand why students are ready to pay such a hefty fees for their international degrees. And it always makes me worried thinking of such trend of studying abroad. I question myself whether they go for the further education or with the intention of getting the permanent residency.

Sometimes, I even wonder if they go for career development.

In order to address my research question on how do the Nepali students narrate their stories of the processes and its outcomes of abroad study, I have reflected the stories of all eight participants to address my research question. This chapter tells the excitements, struggles and outcomes of my participants. In doing so, I present the reflection of excitement alongside the struggles of three participants; Renu, Bhuwan, and Binaon chapter four.

Furthermore, I tried my best to reflect on my own experiences along with their stories connecting with youth anthropology (culture) about trend of going abroad for higher education. Similarly, to further address the research question, I presented the stories of three other participants: Urmila, Yubaraj, and Pradip on chapter five. Likewise, I reflected on their stories in relation with youth anthropology (culture) of going abroad. It is, however, true that going abroad in the young age has become one of the emerging issues in Nepal. In the similar manner, I presented the stories of my two returnee participants: Ujjwal and Rojina respectively. Then, I reflected on their stories linking with youth anthropology (culture) about their trend of going abroad for study on Chapter VI. I presented the stories of two individuals who had already been to the UK and came to Nepal to establish their own school businesses.

### **Youth's Excitement, Expectation and Social Status for Abroad Study**

The youth period is a life period filled with fantasy, excitement, romanticism and different mix of cultures of human beings (Fei, 1985). I had a beautiful imagination before departing abroad which led me towards excitement. Likewise, these excitements motivated me for study abroad. As a result, I went to the UK and learned about different cultures. I also observed a similar situation with my three participants: Renu, Bhuvan and Bina, who were excited to apply for abroad study. In this sense, youth mobility for abroad study has become a youth culture among Nepalese students. The youth culture here refers to a special sub-culture representing youth and its society in the world (Yang, 2014). Here, I represent youths from the developing countries like Nepal who have been searching for a better academic career and quality of higher education in the developed countries.

From my personal experience of being an international student, I was also excited to gain an international degree and experience the lifestyle abroad. As far as the story of Renu, Bhuvan and Binu are concerned, they have explained about their excitement for the dream of the USA and their favorite destination countries. Although my participants are going through different adversities, they are determined to go abroad with excitement. The international students more or less need to be involved in various part-time jobs along with their study. Young students, like Renu, Bhuvan and Bina are excited to be equipped with both theoretical and practical education acquiring relevant experiences for their career in future. Hence, Renu represents the whole youth from the developing countries who is excited to earn her graduation from a university in the USA, which is internationally recognized and would lead her to her career goal. However, the story of Bhuvan is quite different from others, since he is interested to study and work abroad. His parents wanted him

to be a government officer in his own country. In the contrary, he wanted to move to another country permanently. In this context, it can be argued that the globalization of culture, the increasing connection between the world and its people which has made the world a common place to think about the world's youth as the part of the communities (Heaven & Tubridy, 2003). My participant, Bhuwan was rejected several times by different countries. However he never lost his hope of going abroad and settling down. According to my understanding, he is ready to adapt a new environment and culture which is really challenging to any foreigner in a different country. Youths are given the role of makers of the societies to perform the role of the cultural agents (Honwana & Boeck, 2005). Here, Bhuwan represents the youth of the developing countries who has belief of changing his existing familial rules and norms for his personal interest. In fact along with his excitement and interest, he challenged the culture and tried to set new trend inspiring his followers. He is an enthusiastic and energetic youth, who wants to discover new ideas and knowledge abroad. I found he was frustrated with his life and disappointed with education system in Nepal. Nevertheless, during the interview, I noticed him that he was a resourceful, resilient, and an adaptable young student.

As a youth, he does not see any optimistic future in his own country. Although he was rejected for British army, he never lost his passion for abroad. Later, he applied for an European country for his future education. It can be realized that the youth, particularly in the developing world, use the education as a vehicle to drive them in the pathway of prosperity and development (Geo-JaJa & Majhanovich, 2016). Similarly, my another participant, Bina was found excited to become self-dependent and a confident person. She possesses a positive belief that an international education would bring her a completely different perspective to

explore her ideas into the practical ground. It is not only her excitement which drove her for abroad study, but her society which often values the success of achieving foreign education. She is excited to gain her position in the society through her abroad study which her family lacks so far. It is, indeed, true that the widening gap between the high class or rich and low class or poor contributes to economic segregation among regions and neighborhoods in the society. In my participants' case, they felt a huge gap when none of the family members were able to go for abroad study. Renu was disappointed because none of her family members was in America unlike her neighbors.

Thus, these stories illustrate the prevalent socio-economic inequality within our society emerged with study abroad. It is said that the socio-economic status and parents' level of education have been regarded as key indicator of children's academic achievement (Kainuwa & Yusuf, 2013). The story of Bina was impressive as she has been struggling for the English language skills. She is extremely excited to go abroad even though she has low English language proficiency which is required by the universities. The language has flexible and omnipresent set of resource which is vital for the youth culture (Bucholtz, 2000). The language needs to become flexible to bring the issues of the youth in the destination countries. She even felt bad in front of her friends because of her poor English language. Through my own experience, those who have poor English language skills not only have a limited ability to convey their thoughts in the language, but also lack ability to complete tasks such as classroom presentations (Kim, 2011). However, she believes that the effective ways of learning language and class presentation would improve their level of confidence in their learning capacity. She was interested to learn the foreign language, so she is not only spending her time but also spending large sum of money to improve her

language skill. Thus, she is hopeful that she would improve her English once she lands abroad. Moreover, she believes that the students have to go through immense stress and anxiety while adjusting into a new culture. Learning to cope with such stressful and anxious periods abroad inevitably helps them mature and gain more confidence.

### **Struggle and Expectation**

I present the stories of my three participants: Urmila, Yubaraj, and Pradip respectively and reflect my understanding on the struggle, socio-economic situation and their expectation before and after going abroad. I have also observed study abroad bringing several adversities in students' life in the destination countries along with their country of origin. The struggles enliven the understanding of the lives of young people and teach them how social class struggle is made and remade in the societies (Threadgold, 2017).

In the story of Urmilla, she had achieved the top marks in her school leaving certificate level. Anyone with such brilliant academic record would have higher chances of getting a full scholarship at universities. However, she and her boyfriend paid a huge amount for tuition fees for their higher education in Australia. This was because of the trend of flying abroad with little research or with hardly any preparation. Surprisingly, even their parents were ready to pay for their higher expenses which showed how unaware they were of other options such as grants. Education, therefore, is fundamentally a 'family project', imbued with familial expectations and goals, affecting students at all levels namely primary, secondary and tertiary (Sin, 2009 as cited in Brooks & Waters, 2011). The parent seemed to blindly invest a large sum of money for their children's education as they believed that higher education finance is reemerging as a matter of tremendous importance in their



life (Paulsen & Smart, 2001). Similarly, they even left home to pursue their higher education in Australia expecting more abroad. In the same way, they believe that internationally recognized qualification plays vital role to produce the graduates' skills for the global market (Brown & Tannock, 2009).

Similarly, the above story explained that the couple departed as they were unhappy with their study in their country of origin. Finally, they flew to Australia for their higher education. But in Australia, they could not live together for a long time because they fought with each other due to their misunderstanding owing to their young age. As a result, they decided to live separately. Although, they earned good money, they were not happy with their busy lifestyles as their expectation did not meet their demand. People move to one destination with a set of expectations and reconfigure their trajectory when expectations are unmet. The parents were confident that they would achieve both the education and economic opportunities abroad. Furthermore, they hoped that their study abroad will possibly open up opportunities for the whole family. In this regard, the expectation was not limited to individual student but the family and society as well. Individually, a student tends to seek better opportunity, whereas parents find study abroad as a way of securing future. Additionally, society also expect individual with such success of study abroad. Nevertheless, students were found struggling a lot to meet those expectations. Urmilla, despite being a board topper, intended to go abroad. Likewise, Pradeep is compelled to mortgage his parents land for visa process and Yubraj has lost his happy marital life.

Yubaraj's story really touches the heart of everyone because he has been separated from his wife due to an attractive Canadian migration policy. The economic channels; such as the skilled worker, skilled trade, provincial nominees, and

business, that have opened up in the recent years to apply for Canadian permanent visa for the citizenship of the other countries (Nakache & Kinoshita, 2010). Although, Yubaraj had been living an average life in Kathmandu, his wife was lured into applying for Canadian permanent residency because of the lifestyle she had seen of her friends over there. Hence, she decided to move to Canada permanently and therefore, tried to persuade her husband to apply for that country; however, her husband disagreed with her decision. Hence, I realized that the excitement for abroad also increases the expectation and youth go through various difficulties to meet those expectations. Sometimes, it even results in destruction of family relation as experienced by Yubaraj.

The journey of Pradip was also painful as he described the financial struggle. He narrated a difficult situation of his family to manage all the expenses for his journey to Japan for his further study. His story presented how the middle-class families expect positive changes despite their current financial burden. It is indeed true that poor financial situation is a human condition, a way of life that affects all interactions a person has with the world (Buchan & Sochalski, 2004). I noticed that he had a very poor family background and wanted to continue his education and become self-dependent. Moreover, he had additional responsibilities of looking after his siblings along with his parents. The vulnerable financial situation had made it difficult for him to afford the study expenses of his siblings in Kathmandu. I observed Pradeep, who was wishing to uplift his familial economic situation, faced comparatively more difficulties overall than any other participants in the study. Hence, the students who have low economic status are likely to face extra challenges during their abroad journey.

### **Outcome and Experiences**

It was a joyful moment to observe my participants' successes who were well established after their return from study abroad. They were able to settle themselves by being independent in their country of origin. Youth is an important stage of human development where young people make the transition from childhood to adulthood and from dependence to independence and interdependence (Cortina, Taran, Elie, & Raphael, 2014). Youth is a stage of human development, thus, youths play a vital role to bring their changes from the dependence to independence and interdependence in their life. They leave their home country for their higher education. They struggle to achieve international degrees and get better jobs in and beyond the country. Therefore, they change their life from the dependence to independence. I presented two stories which explored the achievements and experiences after returning from their abroad journey.

Young students expect independency, freedom, getting quality and useful academic degrees and the jobs after their graduation from higher education abroad (Horkai, 2008). I incorporated the success stories of my participants: Ujjwal and Rojina in this research. In addition, the experiences they gained are valuable in their life. I myself settled in my home country after getting an international degree. I also listened to the stories of Ujjwal and Rojina, who also told that they went through many ups and downs in international universities and while working in the UK. Although they felt difficulty to adjust in the beginning, they were lucky to experience the new culture of the country with an incredibly mixed culture, language and academic activities.

Similarly, the study also talks about the benefits to create lots of opportunities to discover them while acknowledging the world and an understanding of a different

culture from his friends from all over the world. In addition, inter-personal development skills and knowledge of international culture are the key skills to learn from the study abroad. They have realized that one has to work hard to become independent and need to be open with cultures which are gained from the life experiences abroad. The story of Ujjwal, demonstrates an example of the successful story of a returnee student. He was graduated from a British University and returned with an international degree garnering the professional skills. He was able to achieve the success establishing himself as an entrepreneur in his homeland. Similarly, the story of Rojina illustrates the achievement she gained and experienced in the UK. She became a self-dependent and a determined person after completing her education abroad. She had an opportunity to experience things she had never done before in her life which made her more experienced and self-dependent in her life.

In addition, she also believed the benefits of abroad going students to be; academic achievement and commitment, developing the professional career, return on huge investment which she had experienced in her life. In this context Gillies (2015) states that people with university or career-oriented education qualifications have better prospects for employment than young people who leave school before they have completed high school. In the same way, both stories narrated study abroad experiences which had an impact upon their lives after the return due to the practical education abroad. Both were able to settle down and complete their studies. They were more appreciative of advantages and opportunities at home and were more aware of cultural and international issues.

### **Situating Youth in Anthropology**

I chose youth anthropology or culture theory to interpret the stories of my participants. The Chicago School is noted for initiating youth anthropology while

Birmingham School also can be traced for its regular contributor in academia. In defining the youth, Yang (2014) defines that the Youth is the main force of social life and the backbone of society in the future. More importantly, they are the source of the human capital to build the nations. Hence, thousands of youth have been leaving the country for their higher education abroad. It is important to note that most of my participants are between the ages of 20 to 30 years old. From the stories of Ujwall and Rojina, who returned to Nepal after their study from the United Kingdom, have come with the recognized academic degree and the practical job experiences. Now, they are settled down in their country and are contributing in educating local people. Here, Ujwall and Rojina, a couple of youths are seen to have been utilized once they returned abroad. Thus, the culture of going abroad for their higher education has also helped a great deal to contribute to the country. The youth anthropology always talks about the human societies, its culture and development. In addition, it studies the behaviors of the youth and their activities in the society. In the same way, the stories of Renu, Bhuvan and Bina represented the current trend of the youths who make abroad as their dream destinations. However, they wanted to become self-dependent in their life. Renu, who was talented young lady, wanted to earn both the quality education and money to establish herself as an independent lady through the study in the USA. Similarly, Bhuvan, himself seemed like a young determined person, to become self-dependent in his life. The story of Bina also showed her sacrifice to become a successful lady in her own, thus, she wanted to go to Australia for her further study.

Conceptualizing the youth culture, the culture means beliefs, values, behaviors, and material objects that constitute youth's way of life in the society (Macionis, 2000). I employed the youth culture into my research to explore their

beliefs, symbols or values of youth towards their trend of study abroad. Similarly, Lincoln (2012) defines that the term youth culture, is necessarily tangible, fluid and dynamic, which, on the one hand, helps us understand the trend of Youth Culture in their lives and the ways they make the world around them meaningful, on the other hand, helps us to explore highly individual way in which youth cultures are navigated and experienced by young people themselves. The youth are also associated with age-based culture and located as the cultural agents in the society (Bocholt, 2015). The youth are the cultural agent; therefore, they can bring revolution in the economic, political and social development of the country. Thus, it is indeed crucial to study the youth and youth anthropology.

The youth culture explores the story of youth which also helps them to find out the meaning of their life in their societies as a youth. In addition, an increasing trend of abroad going for higher education among the youth and their stories indicate the emerging new youth culture. The students from the developing countries are the most effective sources for development of the country. Similarly, thousands of youths have been leaving the origin of the country for their higher education to the developed countries such as the USA, the UK, New Zealand, Australia and many more. The stories of Urmila, Yubaraj and Pradip stand as the youths who have their own circumstances to go abroad. According to Urmilla, she was the topper on SLCA and college. She wanted to get more quality education and the lifestyle. She struggled immensely in and beyond the country. Similarly, Yubaraj was worried about his future because of having passionate desire to go Canada even though he and his wife had a happy family life in Nepal. In the same way, Pradip, represent, the low class of family, who always struggled to improve his family's financial condition.

I have realized that the youths have been frustrated, particularly in the developing countries as they do not get job opportunity during and after the completion of their graduation. Thus, youth are preparing their journey in order to look for the quality education abroad. On the contrary, some of the youths wanted to go to abroad for the sake of better lifestyle in the societies. In addition, youth have completed their higher education and experienced abroad job experiences. Therefore, they become self-dependent and confident in their life. They also believe that the higher education is a professional field where foreign students are taught different disciplines such as political science, sociology, psychology, history and philosophy (Paulsen & Smart, 2001). However, foreign students go through different problems such as learning new culture, languages, adjusting environment and so on throughout their abroad study journey, they keep on continuing their journey since they are international students and always want to learn and earn.

I have also noticed that some of the youngsters from the developing countries feel alienated in the universities abroad due to new cultural environment. Nevertheless, they are ready to face such adversities for the future achievement. As many students hope that an international degree will be an entry ticket for a career abroad or into the international arena. The youth grab the global opportunities even though they are originally belonged to the developing countries. In this regard, youth enrolled in international universities experience the foreign culture and achieve the fundamental success for the future career.

The international students from the developing countries often travel the world for education, but recently the trend is growing even faster as higher education is moving from a service to a competitive industry. The quality and the top competitive universities in the developed world are taking their knowledge

production on the road to populations who, heretofore, had to immigrate to the developed countries to get such education. The means of knowledge production are concentrated in particular universities, cities, national systems, languages, corporations, and brands with a superior capacity in production or dissemination, mostly located in the United States and the United Kingdom (Pusser & Marginson, 2013). That is why these countries are able to attract the foreign students with seemingly quality education.

Similarly, the youth are attracted to the foreign countries for learning international language which has value on the labour market in the world (Varghese, 2007). The English language has been becoming the dominant language in the 21st century. The youths are attracted to learn the international language abroad as English has been the means of communication in most job sectors in the world. In addition, youths have an opportunity of the cultural exchanges abroad which can be enhanced in the world through the cross-border education to prepare for diversification of the youth. It is indeed an essential component of the globalization and integration process for the youth in the world. However, the scholars of higher education in the United States and Europe pay little attention to Southeast Asia, even though the Asian countries serve as an important source of international students to the North America, the United Kingdom, and Australia. We should not ignore the importance of the younger generation as they have been moving abroad for the higher education in the large number of population. Thus, young people are an important asset for development of the country.

Hence, I realized that study abroad as emerging youth culture in Nepal. Every year, thousands of students are migrating to different developed countries expecting better future. They are strongly convinced that the abroad study brings the fortune in



one's life. In this regard, most of the student dreamt of going abroad after completing their higher secondary school. In recent years, this trend has been established as a dominant culture among the youth. The youth are sharing similar value, beliefs and perception about the abroad study creating new culture of anthropology.

### **Methodological Insights**

I constructed the knowledge about this research based on interviews, their stories and the experiences which are shared by my participants. I presented the story of my eight participants in this research who possess their own lived experiences during the abroad process and after the return from the abroad study. As a narrative inquiry, I tried to explore more about my research question through the character of the story (Creswell, 2003). I took their interview of my eight participants to explore more about my research topic in different places. Then, I noted their stories and finally, reflected it by using my own international experiences in this research. I tried to explore the youth's struggle and excitement about the abroad study from my participants, but they did not respond without repeated prompting (Strunck & Lassen, 2010). Further, Warren (2002) notes that the qualitative research interview attempts to understand the world from the subjects, to unfold the meanings of people's experiences, to uncover the lived world. I listen to their stories which are told by the individual. I always aimed to capture the story of my participants to provide the depth level of information for my research. It is generated through the individual interview of the participants.

I read and re-read the interview records and field notes, and repeatedly listened to the interviews to discern themes and issues that emerged in the data. In addition, I also tried to recall the interview questions which made me to clarify the precise meaning of the particular subject (Giorgi, 1975). Then, I reflected my

understanding into their lived stories to make the meaning of information for this research. Within the narrative; I employed the observation, interview and field notes to gather the information for my research. In addition, I took the ontological, epistemological and axiological dimensions as the philosophical assumption. The ontology I used is subjective in terms of exploring the excitement. I believe that there are multiple of realities(ontology), as the human beings are dynamic, how they acknowledge the reality(epistemology), and the value of the reality(axiology), (Creswell, 2003). Thus, in addition, I believe the subjective knowledge rather than the objective. Thus, there are multiple realities within the people which are reflected on how they talk or they behave. I presented the different stories of my participants where they opined different than of each other. Thus, my understanding about the ontology in this research is to study what is existing or being happened in relation to the youth abroad going situation. Similarly, the Epistemology of my study is how my participants understand about the trend of youth's migration abroad.

In the same way, I also believe that the daily interaction, their understanding about the situation and communicate their experiences are key to generate the knowledge for my research (Creswell, 2011). Each participant had their own experiences and understanding about the particular subject matters. Most of the participants whom I conducted interview were familiar with the abroad study; however, a few have returned from the United Kingdom. Thus, as a narrative researcher, I tried to inquire my own personal story and other participants' lived experiences to explore the depth level of information for my research. Similarly, I used the qualitative approach methodology, where I employed the narrative method in order to explore the in-depth information for my research because it helped me to

provide a strong research frame by exploring how the humans experience the world depicted through their stories (Webster & Mertova, 2007).

Similarly, I used the interpretive paradigm approach to explore the in-depth information by expressing feelings of the participants and their individual interpretation about the youth migration abroad. Thus, I believe that interpretive paradigm plays vital role to find out the youth's abroad going trends and their lived experiences in this research. The qualitative nature of my research method explores the trend of the abroad going culture of the youth. It was challenging to find the abstract meaning of my research such as excitement, romanticism, struggle, pain and gain and so on. I believe that narrative research has capacity to capture the life experiences both the personal and social in relevant and meaningful ways (Connelly & Clandinin, 1990). I always found repeated stories of my all participants when they are asked the similar questions. For them the decision of study abroad was exciting as they were entering into the new culture with their future dream. I also observed the facial expression to explore their real-life experiences while interacting with my participants. I mostly got the same answer from my all participants. Since, I was also an international student in the past. I could understand that there are so many things that can occur during the student life abroad. In this sense, I reflected my own experiences comparing and contrasting with stories of my participants. Thus, having earlier experiences had also made me easier to make the meaning and create the theme for my research. I used to feel great as it provided me a life changing experience and it was such a great opportunity to thrive my life abroad. In the beginning, I felt difficult to come closer to an everyday conversation with my participants. However, later it helped me understand their daily lived world in order to explore the depth level of information for my research. Altogether, I interviewed

with them more than three times for the depth level of information. Sometimes, I found some of them disappointed and frustrated because they failed to get the visa despite their hard work. On top of this frustration, being asked similar questions more than twice did not really help.

### **Youth Migration for Higher Education**

In conclusion of chapter seven, I deeply reflected into my eight participants. Because of youths' departure to foreign land, they acquiring a new language, western life style, quality education, economic growth, to up to date with the new technology, experiences the different culture, to increase the self-confidence, to maintain the social status. The international students move to enrich quality education and better life in the destination countries. Therefore, they struggle to access student visa. In addition, this study explored the youth's hopes and excitement, and romanticism their struggle for abroad study. Similarly, I framed this research by using the theoretical assumption of the youth culture theory and briefly talked about the higher education and the trend of student migration in order to discover the deep level of information and to explore the in-depth level for this research. Young people between the ages of 15-24 represent approximately 18% of the global population of youth (MOE, 2013). The young people are dramatically growing in a world of globalization and taking part in a development process that is simultaneously bringing people closer together (UN, 2004). Furthermore, the youth want to explore the culture around the world in order to broaden their knowledge and wisdom. The youth culture is a way of life for the youth, which also represents the lifestyles of the all youth groups, where the young age is a life period filled with of fantasy, excitement, mystery and loneliness. Similarly, as the world is being globalized, the interest and passion of the youth has become international which influence the youth

culture. In addition, I tried to unfold the meanings of people's experiences from abroad, to uncover the lived world from my participants. In spite of having poor economic status, many young students from developing countries increasingly choose their study abroad. Finally, young students who want to become self-dependent and acquire the quality higher education are inspired to go abroad.

### **International Students from Nepal**

The increasing number of youths from Nepal is attracted towards the international education along with modernization of the world. With the increasing internationalization of educational programs, young students start seeking educational opportunities outside their original country (Bijwaard & Wang, 2016). I believe that studying abroad has attracted thousands of future youth talent from the developing countries to the western developed countries. The abroad education is being competitive in national and international context (Marginson, 2006). Thus, the international standard of learning language and culture, academic skills and expertise, research cooperation and more ideas made the foreign students competitive. They can be competitive for the world job market as well. Furthermore, youth trend of migration offers equal opportunity to both young women and men to obtain productive and decent employment, improve socio-economic status, and learn new skills for their life (Cortina et al., 2014). Therefore, the international students are able to understand the cross-border delivery of programs which enable to each individual to become the self-dependent in their life.

Similarly, Vught (2008) points out those universities are currently in a reputation race, where they compete for reputation and academic prestige which can be seen in the United States and Australia. They have attracted thousands of foreign students to their universities due to their recognized degree and reputation of the

colleges. They believe that universities provide the quality as well as the career oriented education. As we know that youth are the change agents of the society, thus, they can bring the changes and the development after getting the international degree. When I was an international student in the UK, I saw many talented doctors, engineers, professors, nurses who had been working there for a long time. Thus, I agree with the opinion that the hosting of foreign students is an efficient way of attracting future high-skilled migrants abroad. Similarly, after I heard the story of my participants', I came to understand that the studying abroad offers the international students the opportunity to garner a wide range of skills that enable them to compete successfully in the international competitive labor market. On the other hand, thousands of international students from the developing countries are likely to become fluent in a second language (Giorgio, 2014). Through my participants' stories, I found that all of my research participants who joined and trying to join the international universities believe that it is one of the most exciting and challenging experiences abroad. In addition, they experienced unique culture, got to travel internationally, and learn a foreign language that also helped them in the international competitive market.

Similarly, I also experienced that studying abroad has the potential to provide a fresh outlook for youth's perspective future ahead. As long as my participants were concerned, they were hopeful to enhance their better future ahead after their abroad study. I myself had experienced the interactive pedagogy of university in the UK, that means to learn practical education abroad in the one hand, and the working life experience that helps me the pragmatic life style in my future, on the other hand. However, the young generations have been migrating abroad for different reasons

such as getting higher education, finding a good job, starting new life, experiencing the new culture, and learning a new language.

I also experienced that the future job prospects, family expectations are also key reason to choose pursuing their higher study abroad (Schnusenberg, Jong & Goel, 2012). I observed that all of my participants invested huge money to get the international degree which would assist them to develop their professional career in the world. They also believed that the degree they achieved would enable them to improve their skills and realize their full potential for the future jobs in and beyond the country. I also agree with the opinion of Tillman (2011) who believes that the study abroad improves the various important skills such as cognitive skills, social skills, and personal traits, problem-solving ability, decision making, and understand how to learn which are highly prioritized in international education. Due to the improvement of their career, youth are motivated to leave the country for their higher education abroad. It is also indeed true that the skills that they have been equipped are really useful for the development of the individual career.

Thus, I came to understand that studying abroad mainly emphasizes on self-development, quality education and economic opportunities. Moreover, significant amount of international students from Nepal are attracted towards the Australian universities and colleges for international recognition, earning and the social safety reasons. Likewise, Streitwieser (2014) states that internationalization of higher education brings together the various youth cultures in one place with different contexts and people which enable to learn and achieve their higher degree abroad. Dolby and Rizvi (2008) maintain that an increasingly large number of young men and women develop their identities within the context of global mobility, seeing themselves as neither tourists nor immigrants, but occupying an entirely new cultural

space. It may well facilitate the international exchange of ideas, knowledge, goods and services, and capital to a greater extent than low skilled immigration (Chiswick,2011). The international higher educational providers apply many schemes to attract the students from the developing countries.

Similarly,Butcher(2004) has examined educational immigration to Auckland and writes: "not only is New Zealand one of the cheapest providers of English language education in the world, it is even cheaper if the student migrates to New Zealand and thus avoids paying full fees" (p.265).

### **Implication to this Study**

After writing the key results and reflection from this research, I have presented the implications of this study in the following way. These results can potentially contribute in respective area of educational policy makers, prospective youth students, parents, educational consultants and future researchers. Hence, I have put forwardthose implications in the following order.

### **Implication to the Educational Policy Makers**

The findings of this study aware educational policy makers about rapidly growing students' mobility to the international universities. Young students have been facing several serious challenges such as; the lack of job opportunities, quality of education and the financial difficulties for their higher education in the country. It can be addressed through the government to rectify those concerned problems of the youth students.

The concern educational policies makers can interact with the ministry of education to understand the current problems to support the education of the youth. If they are able to provide the effective education to its youth student, the country can become the hub for the education internationally.



### **Implication to the Youths Student/Parents**

In this study, the abroad going process, their struggle, outcomes are widely explored. The youth themselves involve in the process of student visa. Education plays vital role to provide the key skills to the youth of the countries. They are the pillar of the nation. If we empower them, they can contribute to the development of the nation. It, moreover, helps to develop a country's economic situation and becomes the milestone of the countries' development. This research has revolved around the struggle and experiences of the youth and their education during the process of the student visa. This research has explored the difficult times and very bitter experiences both in and out of the country in order to find the quality abroad education. Similarly, this research provides the right suggestions to support their children while they apply for higher education abroad. This research has also contributed to think that it is the foundation of society which can attract the economic changes, raise the standard of people's life and bring the political change of the country to the youth and their parents.

### **Implication to the Educational Consultant**

This research enables to provide the responsibilities of an education consultant which is important to identify the needs of the youth students. If they are misguided for their higher education, they may lose their valuable time and wealth. The understanding of the student's requirements for the higher education abroad needs to be taken genuinely and seriously. The educational consultant should engage with different activities to maximize the success of the students' abroad journey. Due to the internationalization of higher education, the number of abroad going students are increasing day by day, thus, the role of educational consultant is vital to provide the quality service in this sector.

### **Implication to Future Researcher**

This research contributed future researcher to provide the reference on the youth migration, and the youth trend of the abroad going for the educational purpose. This study was surrounded with the study of the youth and their educational journey to the international universities and the colleges; therefore, the future potential researcher can take the reference for the other areas of the youth's study. More importantly, this research has only focused on the stories of struggle, excitement, expectation and outcome of the abroad study of the youth in the west, the future researcher can explore the issue of students within the developing countries such India, Bangladesh, Philippines and Malaysia.

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## APPENDIX I

**Renu**

Why do you choose to go America?

How much did pay for these tasks to the consultancy?

Which English course did you taking here?

What is the admission procedure get admission for the USA colleges?

What made you excite you to go to the USA?

Who did you inspire to go to USA?

Would you please tell me about your passion for the USA?

What makes you excited?

Who is sponsoring you for the visa process?

Are they supporting you since your process for abroad?

How do you settle down in European countries?

**Bhuvan**

What made you excite to abroad?

Why are you worried?

Could share me your passion for the abroad education?

Where did you apply for abroad?

Did your parents support you for your abroad journey?

Why do you choose Poland? I think you have better countries abroad than Poland?

What motivates you to go abroad?

What about your family background?

Could you me share your other motivated reasons for abroad?

Who is sponsoring you for the visa process?



Are they supporting you since your process for abroad?

How do you settle down in European countries?

Do you think that is it easy process?

Do you think that you can settle down once you reached over there?

### **Bina**

Could you tell me excitement for the abroad?

What made you influence to go to the abroad?

Would you mind telling me that what family background do grow up?

How do you manage your tuition fees for your further study?

Why did you excite to continue your education to Australia?

What made you influence more to Australia rather than other countries?

Why don't you choose to our own country for your further degree instead of Australia?

### **Urmilla**

Why did you choose to go to Australia?

What about your friend who also went together to you? Did he also return back to Nepal?

Did you study together? How long did you stay together?

How did you choose to Australia for your further education?

How long did you stay together?

How did you spend your student life in Australia?

Could you share me about your study and job at the university?

### **Yubaraj**

How is your job going on my friend?

Why did she leave you?

What else did she tell you before left you?

Could you know what made her to go to Canada?

Could you tell me what things in Canada made her motivate her?

### **Pradip**

Why do you want to go to Japan? There are lots of countries of your choices.

Do you know Japanese language?

Would you tell me the charges for whole 1 year tuition fees?

How long time should I wait to complete all the process?

Can I know who will fund your all expenses?

How did you know us? What do you do here?

Could you share me about your family background, Pradip?

How many members in your family? Who will look after your family?

Why did you go abroad by paying that much expenses tuition fees?

Why did you Japan as you do have more option for abroad destination?

Did you apply for the visa to Japanese school?

How much money did you pay for the tuition fees?

How did you manage your tuition fees and the language fees?

Did you receive visa for japan?

How did you struggle during your visa process?

How difficult did you feel during your visa process?

### **Ujjwal**

Could you please give me your introduction and your abroad journey?

How did you prepare your further study in the United Kingdom?

What challenges did you face after you gone abroad for your study?

Could you please share me your experience during your stay in the UK?

What achievement did you get after your degree from the UK?

**Rojina**

Could you tell me yourself and your abroad journey?

How did you feel after completing your degree?

How did you prepare your further study in the United Kingdom?

What challenges did you face after you gone abroad for your study?

Could you please share me your experience during your stay in the UK?

What have you achieved and gained after your degree?

What struggles have you gone through during your visa processing and after your visa?

Do you think that international degree really helped you to become confident and independent to you?

Sample field Notes;

① Rohu (रेनु प्रजापती) (Pseudo Name).

① तंपाईके बरोमा म्हणून विदुद्ध? तपाईं किं यहाँ झाडु  
 गहवो र कुन देख जाई दुख्खुद्ध ?

झुल- मेरो पूरा नाम रेनु प्रजापति है। मेरो घर अक्सर  
 है। प्र अदिमे 1975 गेदेछ। मेरो अस्थि अमेरीकाया गर  
 डव्य सिखा लिनु हो। मेने गत 3 महिना बाद 1975 तपाई  
 कक्षा गरिदेके छु। मेरो विद्याया अमेरिकाया डव्य सिखाको  
 लागि होई अक्सर छन छ र अध्यन पुठ गरिखनेपछि काग  
 पनि रात्रो पाउन सकिन्छ। मेरोलाई डोट देवी नै पछि हुनी  
 गरपछि ~~अमेरीका~~ गर अद्यन गर्ने इच्छा थियो। तर अमेरिका  
 नै जाँन गन्ने कुनै निश्चय थिएन। एक दिनको कुरा हो, राम्रो  
 नेवा समुदाया भोज्य प्रत्येक हप्तामा मेलन्छ, यहाँको सिम  
 सिनामा एउटा पछि पाकेसमा भोज्य जान जादा मे रोरो  
 परिवारलाई नयाँ व्यवहार गरियो बित्तकी हाथो परिवार  
 को सवस्यरत कोही पनि अमेरिकाया वस्तु हुन थियो।

प्रदीप (Pradiip)

Location: Sole Education Consultancy Pvt Ltd, Purbasada, Kathmandu.

1) तपाईंको नाम र परिचय दिनुहुन्छ ? यहाँ के को लागि आउनु पर्छो हो ?

= मेरो नाम प्रदीप श्रेष्ठ (नाम परिवर्तन) हो र म रिलायन्स पब्लिक वार आएको हो । म गाँव परिवार मा जन्मेको हुँ । मेरो घरमा ५० बर्षिय बुबा र आमा पनि एक जना भाइ र बहिनी छन् । मेरो बुबा मुसुवाजी हुनुहुन्छ । मैले नै मेरो भाइ र बहिनीको देखभाल गर्नुपर्छ । म काठमाडौंको काठमाडौं मा बस्छु र म यहाँको एडुका होस्ला काम पनि गर्छु । म यहाँ आफ्नो अध्ययनको लागि आउन आएको छु । म आफ्नो यहाँ सोले एजुकेशन कन्सल्टन्सी मा ५५० hrs को मापनीय ग्राहको परिश्रम लिइरहेको छु । अर्को जिम्मा आएर उहाँ तयारीमा छु ।

2) तपाईंको आफ्नो ज्ञान प्रोसेस गर्ने हुन्छ र यसको सिर्जना सिलामा कतको कठिनको भोग्नु परिरहेको हो ?  
= म चाँहि अलि गाँव परिवारमा हुँदा हुँदा यहाँको थोटा आफ्नो ज्ञान राम्रमा म अर्को मेरो सानो काम वार केशा कभार मापनीय ग्राहको सुन्नु र यसको प्रक्रिया-केन्द्रको लागि आफ्नो मुसुवा जोड्ने हो । मेरो यसको अतिरिक्त मैले मेरो बुबा र भाइ-बहिनीको लागि पनि खर्च दुबानु पर्छे दिनको म नै धरौंको जेठो ~~सहकर्मी~~ सहकर्मी छु । म चाँहि मेरो आमा, बुबा, भाइ, बहिनीको पनि होला आमा-बाबाको ल्यान्स मैले सके खर्च मुसुवा

दिनांक मेहनत पनि गरिदिनेछौं छु। हाँ, थोरै जग्गा  
 छ जुन मैले व्यापारिक शैलीसँग सम्बन्धित रिडमन दिने  
 पढाइको लागि छिटो राख्ने लक्ष्यको छु। र त्यो पैसा  
 आफ्नै पढाई सकेको छु। र अहिले पढने विद्यालयको पढाइ  
 सकेको छु।

(३) त्यसैले निम्न निवेदन दिने बेला बोतको सधैं गर्नु  
 पर्छ ?  
 → मैले निम्नको निवेदन गर्ने बेलाको थोरै सधैं  
 गरेको छु। म जति आर्थिक स्थितिमा छु। मैले आफ्नै  
 शिक्षण (निम्न प्रोसेस)को लागि पैसा आफैले जुटाएको  
 छिर। मैले हे सतविधत होरलमा काम गरे र आफ्नै  
 परिश्रम दिए पनि पास गरे। त्यसैगरी आफ्नो लिपि  
 धर हेत कश्चितोमा राखेर मैले पढे हुन्छ।  
 आफ्नै पढाइ। मैले थोरै नै सधैं गर्ने गर्छु।  
 त्यसैको साथै मैले के भेटे हुन्छ।  
 उपचार र समाधान कठिनीको पढाई लगे पनि  
 मिलेको छ।

इसको दोरे मन्दा दोरे साधी दान चादी बर्षों कैली  
व्यानाइको परधानेर पैपर लिएर बसेको द्वा. तिनीसै  
पनि क्यानाइदा राष्ट्रो जागिएर ए वस्तु आधिक सामाजिक  
सुखा धन मनो मन्धन । त्यसैले तिनीसै एका लि  
क्यानाइदा जाने मात्र मनि (एके) होलन ।

४) तैपाईलाई इहिले कुत्तो अनुभव गर्दै रहेको छ ।  
तपाईको क्षीमती पनि एक महिना बार भईतदा  
बलि रहेको छ ।

= मलाई इहिले साई कुत्तु लागि रहेको छ । बच्चाहरू  
नि साना छन् । म मलाले शिक्षक हु । मैलाई आफ्नो  
काममा जानु पनि एकदम कठिन गर्दै रहेको छ । अब,  
घरमा रात नि सुगडा गर्दै रहेको छ । मैले कुति सम्झा-  
इने कुशिल गरे पनि कुनै सफलता हात परेको छैन ।  
म लाई ~~क~~ जाइँ गर्दै रहेको छ । यो तनावलाई  
मुक्त हुनु नब निश्चित रूपमा स्वस्थी सेवत गरि  
रहेको छु ।

Ujwal

Location: Dikshya Secondary School

① तपाईंको परिचय पाउन सक्नु ?  
 = हनु, मेरो नाम उज्वल ड्रेप्री, एम अहिले यस  
 स्कूलमा प्रोग्राम कोअर्डिनेटर र माध्यमिक तहमा अंग्रेजी  
 भाषा शिक्षण गर्छु। मैले चौबीसै वर्ष पढेन  
 UK बाट graduate गरेर फर्केको छु। मेरो पुरानो  
 घर इलियास रोड, चितवन हो।

② तपाईंको UK पढेने विषय ~~मा~~ जाने यात्रा कसरी सुरु  
 भयो र कस्तो ~~सुख~~ अनुभव गर्नु भयो ?  
 = मै कोहि अध्ययन बर्षीय परिवारमा ~~जन्मे~~ जन्मे थिएँ। मैले मेरो  
 र 10+2 मा ~~आठ~~ राष्ट्रिय विद्यालय थिएँ। मैले मेरो  
 Bachelor degree पढा केले मै शिक्षण पढा सुरु गर्छे  
 थिएँ। मैले मेरो पढाई गर्नेलाई आफ्नै वर्ष ~~सुझाउँ~~ सुझाउँ मैले  
 मेरो Bachelor degree पढे UK जाने भने योजना  
 बनाए किनकी मैले मेरो परिवारको लागि ~~आर्थिक~~  
 रूपले पनि केही गर्नु पर्ने थियो। मैले Bachelor मा  
 पनि राष्ट्रिय मञ्च र IELTS मा राम्रो score गरेँ।  
 कारण 2010 मा UK को student visa पाएँ।  
 मैले UK मा गएर Master degree गरेँ। त्यस पछि  
 writing course मा graduate गरेँ। त्यस पछि  
 UK मा 2 year को post study work visa  
 निवेदन दिई विद्या लिएँ। त्यहाँ 2 year काम गरि  
 केही पैसा कमाई गरि नेपाल फर्केँ। यस स्कूलमा  
 आवक हुँ। मै धेरै खुसी छु।



(3) तपाईंलाई के उपलब्धी पाए जस्तो लाग्छ ?  
 UK को education लेने तपाईंलाई कतिको प्रभाव पारेको छ ।

→ मलाई धेरै कुटुंबो अनुभव भएको छ । म धेरै Confident पनि भएको छु । मैले धेरै अंग्रेजी भाषामा पनि धेरै प्रभाव पारेको छु । त्यहाँको practical base शिक्षामा मलाई धेरै कुलफल लिने मौका दिएको छ । आशिक रूपले पनि मलाई धेरै जति कनियो कनियो छ । त्यसैले मलाई UK को degree वाट धेरै उपलब्धी पाए जस्तो लाग्छ ।

(4) तपाईंको UK जावको क्रियासा चादी के थियो ?

= UK जानु अघि म धेरै अंग्रेजी भाषामा धेरै कम निपुण हुने, आशिक रूपले प्रशस्त हुने, किवेली साथ-एल्लेसाथ परिचय आदी कुलफलको आशा लिएर गएको थिए ।

(5) तपाईंले UK बैसबको कुलो अनुभव जनु भयो ?  
 जं. मैले धेरै महत्वपूर्ण शिक्षाको र त्यहाँको शिक्षण पद्धती, भाषा, सस्कृती र काम को अनुभव गरे । त्यहाँको पढाई र कामको उचित वास्तविकता जनु जसले गर्दा विज्ञानको आशिक माटु विद्यार्थीलाई पनि जावेन । हरेक काम एल्लेसाथ दिने प्राथमिकता र तालिमको उचित प्रवर्धको कुलफल पनि धेरै लिने मौका पाए ।