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## **Globalization, Brain Drain, and its Impact in Nepal**

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**Abstract:** Nowadays, brain drain is a significant concern for every household in developing countries like Nepal, as students often relocate to developed nations for academic purposes. In this terms, the research's goals were the next: to determine the causes of the brain

drain among Nepalese students, to investigate how the brain drain of Nepalese students is impacted by globalisation. Both primary and secondary sources of data were utilised in this mixed-methods study. Descriptive and analytical research methodologies were applied in the study. In the globalised world, the brain drain has had more detrimental than beneficial effects on developing nations like Nepal. One of the main issues that globalisation has brought about for Nepal is the brain drain. This research underscored the imperative for the Nepalese government, development partners, and national development planners to acknowledge and address the issue of brain drain. It highlighted the necessity for sustainable development initiatives and targeted campaigns designed to improve local educational and professional facilities, thereby retaining Nepalese students and mitigating the adverse impacts of the brain drain. In an effort to further their education in developed nations and gain valuable experiences and practical skills that will help them in the globalised job market, an increasing number of students are leaving their home country to pursue higher education there. This paper aimed to investigate the effects of globalisation and the factors contributing to the brain drain in Nepal. Data was gathered through in-depth interviews with preparatory students for the International English Language Testing System (IELTS), which used open-ended questions. The social, political, economic, and institutional elements that were essential for fostering the brain circulation or brain linkage sustainable development plan policies and putting into practice a campaign to materialise the idea of a "prosperous Nepal-happy Nepali" in a globalised society were also highlighted and identified in this paper.

**Keywords:** Brain drain, diaspora, globalisation, Nepal, sociological perspective, sustainable development.

## Introduction

In contemporary times, the world is witnessing increasing globalisation, characterised by rapid advancements in knowledge, trade, finance, and the international mobility of people. The idea of "talent" mobility is also becoming more and more prevalent (Friesen, 2014). Globalisation has made clear the stark differences in political, economic, and cultural aspects of the world. Globalisation has led to a significant increase in the brain drain phenomenon, with many professionals migrating from Asia and Africa to developed nations (Goldin et al., 2012). Early in the 1950s, the British Royal Society created the term "the brain drain" to refer to the exodus of scientists and technologists from Great Britain to the US and Canada (Cervantes and Guellec, 2002). Due to its similarity to capital flight, it is also termed "human capital flight." "The brain drain" specifically denoted the emigration of highly skilled individuals from developing countries, often to North America (Glavan, 2008). In essence, the brain drain is the process through which highly skilled individuals leave one economy to live and work in another in an effort to raise their standard of living (Brassington, 2012). It also refers to the exodus of professionals and highly educated people from developing to developed nations (Sahay, 2009).

The movement of intellectuals, as a distinct social group, has long been linked to global intellectual exchange, the creation of new knowledge, and creative endeavors. The brain drain

can happen when people who study overseas and finish their degree decide not to return home, or when people who were educated domestically leave their home country in search of better opportunities or higher salaries (Faini, 2003). For many national policymakers, the forces of globalisation pose a threat, but they also present an opportunity (Bhagwati, 2011). In this era of postmodernism, multiculturalism, and aspirational cosmopolitanism, new economies are emerging and there are numerous challenges linked to the global migration (Goldin et al., 2012). Since international migration is a worldwide phenomenon, it should be of great concern to every country. Reverse the brain drain is now a new tactic used by both developed and developing nations (Sahay, 2009). One major reason why societies are losing some of their most brilliant members to other nations is the rise of a globalised economy.

People have been forced to work abroad due to unfavourable social, political, and economic circumstances in their home countries (Goldin et al., 2012). International students may be motivated to travel overseas by the chances they have to acquire life skills and education (United Nations Development Programs, 2009). Similar to this, the primary factor luring international students to study abroad is the rising demand for high-quality international degrees (Chacko, 2020). Reform-related policies that improve a society's democracy, transparency in governance, and the regime's perceived legitimacy in relation to institutional quality can make it easier for foreigners to return home (Clemens, 2009). These days, policy makers and researchers in both the sending and receiving countries are paying close attention to this phenomenon as one of the major issues (Gibson & McKenzie, 2011). Moreover, the phenomenon has intensified as a result of quickening globalisation and shifting political, economic, and cultural landscapes (Bhagwati, 2011).

When it comes to students who are studying abroad, the number of Nepalese students traveling abroad from their home country is growing daily. Similar to this, there are a number of important reasons to leave one's native country, including access to better education, a better lifestyle, the desire to learn a language, the desire to maintain one's social standing, employment opportunities, and financial considerations (Abdullaeva, 2020). Businesses and individuals are becoming more globally oriented thanks to the process of market and production globalisation (Paul & Benito, 2018). In 2020, the UN projected that there will be 281 million international migrants globally, an increase from 221 million in the previous ten years. Even though they currently make up less than 4% of the global population, almost three-quarters of international migrants are between the ages of 20 and 64 (United Nations, 2020). More than 30% of international students in OECD countries stayed after receiving their degrees in 2019 (Kamm & Liebig, 2022), and degree holders have formed the pipeline of highly educated/skilled migrants. There will be 6.36 million international students and degree holders in 2020 and 2019. The world is flattening due to globalisation, and it is also experiencing a lack of innovation, which is painting a very realistic and obvious picture of the "brain drain" phenomenon from developing to developed nations.

King and Ruiz-Gelices (2002) argues for methodological approaches to migration research that encompass both macro and micro levels of analysis to recognise the dual embeddedness of migration. The receiving nations are typically portrayed as having better living conditions due to factors like higher wages, more robust social protections, family-friendly policies, a wide range of opportunities, and cosmopolitan settings that are fascinating for social, cultural, and

scientific reasons (Weenink, 2008). Because of the increasing trend of student migration, countries of origin lose intellectual capital while destination countries gain economic resources (de Jong & Fonseca, 2020; World Bank, 2006). In terms of economic growth, it helps the developed countries and stifles the developing nations like Nepal. A growing proportion of students in developing nations are leaving their home countries to pursue higher education overseas (Ghimire, 2019). To engage more deeply with the global community, consider studying abroad. Given the current rapid expansion of global connectivity, information sourced from peers and international migration networks serves as the primary informational resource for students contemplating migration abroad (Masud, 2020).

The aforementioned articulations demonstrated that students from developing nations like Nepal were drawn to international degrees despite the high costs. In addition to domestic catalysts, the acknowledgement of higher education as an integral aspect of globalisation may represent an additional factor in the exodus of students to developed nations (Qiang, 2003). Even the socioeconomic development of the country of origin is allegedly in danger due to the outflow. According to Adeyemi et al. (2018), the brain drain is the emigration of engineers, professionals, doctors, and scientists. Additionally, a large number of professionals from developed nations have left Nepal in search of employment or as students and have immigrated there, mostly from the United States, Canada, Australia, and a few European nations.

Approximately 1,200 Nepali students receive NOCs for overseas study each day from the Ministry of Education, Science, and Technology (Maharjan, 2023). According to the Ministry of Education's No-Objection Certificate (NOC) section, 82,409 certificates were granted to students wishing to study abroad between January 1 and July 4, 2022 (<https://english.onlinekhabar.com/nepalis-approval-study-abroad.html>). In addition to sending students abroad for education, this endeavor also incurs expenses, leading to the loss of skilled professionals from Nepal and financial outflows. The economic effects of human displacement (due to political and economic reasons) and the potential effects on a nation's development are taken into account by the Human Flight and Brain Drain Indicator (TheGlobalEconomy.com, n.d.). A minimum of 5.6 index points was recorded in 2012, and a maximum of 7 index points was recorded in 2015. The most recent figure is 6.1 index points from 2022. In contrast, the average for 177 countries in 2022 is 5.21 index points (TheGlobalEconomy.com, n.d.); based on this comparison, Nepal was found to have a higher rate of brain drain.

## **Literature Review**

There has been discussion regarding the benefits or drawbacks of the brain drain. According to a study by Frederic Docquier (2014), "there are many more losers than winners among developing countries." According to the same studies, "this externality argument has been central to the literature since the 1970s, and the seminal contribution on this subject concluded that the brain drain increased global inequality and entailed significant losses for those left behind." They have also discovered that when skilled workers leave their country, they forget about their home country and are free from paying taxes to their country of origin as well as the obligation to reimburse the country for the costs they incurred. The most poignant finding was that "because the concentration of human capital in the most advanced economies

contributes to their technological progress, the brain drain increases the technological gap between leading and developing nations" (Docquier, 2014). Several theoretical models, delving into the phenomenon through push and pull effects, human capital, growth, and brain gain, have been extensively explored in connection with the brain drain (Giannoccolo, 2009).

Many young people in Nepal are looking outside of the nation's higher education institutions to better realise their intellectual potential and to create the best social and economic opportunities for themselves in their careers, as a result of the country's poor quality education system. Gaulee (2014) further asserted that deficiencies in higher education quality stem from various factors, such as inadequate accreditation and quality assurance mechanisms, a scarcity of skilled educators, and political instability within the country. Developed nations, on the other hand, provide higher education of a higher calibre along with better career prospects upon graduation. As a result, a large number of graduates from Nepal, particularly those in veterinary and agriculture, migrate to developed nations every year in search of high-quality education (Kattel & Sapkota, 2018). As a result, the number of students migrating to developed nations like the US, Australia, Europe, and so on has been rising annually. For instance, there were 14.3% more Nepalese students enrolled in American colleges and universities in 2018 than there were the year before (US Embassy, Nepal). According to Kattel and Sapkota (2018), there was a brain drain as a result of the majority of students leaving Nepal after graduation.

A consensus on the advantages and disadvantages of brain drain for the holistic advancement of home nations, particularly concerning higher education, remains elusive based on a comprehensive literature review. Over the past few decades, Nepal's unemployment rate has significantly increased. Thousands of recent college and university graduates hit the job market every year, however, there existed a notable disparity between the volume of applicants and the available positions. Consistent with the conclusions presented by (Acharya, 2012), this investigation additionally verified that the dearth of employment prospects in Nepal contributed to the brain drain. Furthermore, it made sense that emigration would occur if Nepal's economy was unable to handle the influx of graduates. Other nations, such as China and India, have also seen a similar trend. One of the primary drivers of immigration to Canada was an increase in the number of Chinese university graduates (Li, 2008). The truth is that the brain drain is only a symptom of the economic issues in the home countries if skilled workers are underemployed or unemployed (Hatton & Williamson, 2005). However, comparable trends are observed throughout the world, so this trend is not exclusive to Asian nations. For instance, the unemployment rate is high and there are few opportunities at governmental agencies in many African countries; therefore, people must look for other options.

For many graduates, moving to one of the developed world's nations appeared to be a good alternative. Hunter (2013) reported that one of the primary causes of the brain drain in Nepal was a low salary. These findings were supported by the data. He proposed that low resources, non-competitive pay rates, and a shortage of qualified professionals in the industry were the root causes of the brain drain. The results of this investigation also supported those of Ngoma and Ismail (2013) as well as Romero (2012), who identified higher wages as the primary driver of the brain drain. Thapa et al. (2017) conducted a study on the factors contributing to the brain drain of nurses from Nepal. They identified "personal ambition,



political conflict, low salary, curiosity to practice abroad, lack of job and career opportunity, lack of satisfactory working environment, lack of modern facilities, lack of self-recognition" as the push-pull factors.

Today's globalised world makes it easy for skilled individuals who are underemployed or unemployed to explore other options, which is likely to contribute to Nepal's brain drain. Similar to the findings published by Okey (2016), another factor contributing to the brain drain in Nepal was the pervasive corruption that pervaded the nation. Moreover, the government has become corrupt and shows no concern for the skilled labour force or encouragement to return home. For instance, the majority of young doctors in Nepal believe that the government or other relevant authority does not value their training, leading them to conclude that it makes no difference if they remain in the nation or leave (Pokhrel, 2017).

Corruption significantly impacts the educational sector by obstructing institutional reform and undermining innovation and integrity in education (Nguyen et al., 2016).

The truth is that an increasing number of developed nations have implemented immigration laws with the express purpose of choosing and drawing in highly skilled laborers (Boeri et al., 2002). To attract highly skilled labour, countries like Australia, Canada, and New Zealand have implemented point-based systems (PBS). Thus, policies that encourage emigration, such as those enacted by several developed nations, may have also encouraged people to seek opportunities abroad, contributing to Nepal's brain drain. According to Kunwar's (2015) report, the study discovered both beneficial and negative effects of brain drain in Nepal. The truth is that related literatures also imply that immigrants probably bring a variety of skills with them, which can enhance the standard of higher education in the home nation.

"A policy aimed at encouraging skilled nationals who migrate abroad to return could be more effective than attempting to discourage individuals from emigrating," as suggested by Docquier and Rapport (2012). Numerous Nepalese who have left the country have been remitting money to their family members, which have been crucial to the nation's economic activity (Pant, 2006). Additionally, remittances contribute significantly to the GDP of Nepal and have a positive impact on the country's economy (Shrestha, 2008). In fact, brain drain may benefit both the foreign country and the emigrants' home country, according to Sahay (2009). Reducing the brain drain trend involves strengthening domestic politics and advancing education (Docquier et al., 2007). It is a fact that in a prosperous economic environment, there will be a greater need for skilled workers, and potential immigrants will choose to remain in their home country (Hatton & Williamson, 2005).

In his examination of Nepalese students' migration abroad for higher education within a globalized context, Acharya (2012) utilised a blend of qualitative and quantitative research techniques to investigate the expectations and aspirations of these students from the standpoint of push-pull factors, while also discerning trends and reasons behind their migration. Data for his study were gathered from current student enrolment at various US, Australian, and UK universities and colleges. The main conclusions were that, on the one hand, political instability and Baddha/Hartal were major pull factors, and, on the other hand,

education and earning opportunities, quality education, availability of choice of subject, career opportunities, support from friends and family, independence, and quality of life were the main push factors. Limited employment opportunities, low quality education, limited career opportunities, and unavailable of choice of subject were the main push factors. He added that expectations and aspirations held by students as well as personal factors affected student mobility.

According to Rosenzweig et al. (2017) research, students are drawn from low-wage to high-wage countries because they want to take advantage of the chance to work in the nation where they received their education. Because there are no career opportunities in Nepal, about 33% of prospective students wanted to pursue their higher education abroad. The statistics on unemployment in Nepal related to education are not supported by any empirical data. 2.5 million People in Nepal who are of working age are either semi-employed or totally unemployed.

Zheng et al. (2022) discovered that the primary determinant of students' intention to study abroad was economic factors, accounting for 29% of the total. Unemployment is the primary driving force. The majority of prospective students want to study in the United States and Australia because these countries offer degrees that are recognized throughout the world and job opportunities both during and after school. Employment and education are directly correlated. Roughly 53% of prospective students had a connection between their income and education. Indeed, obtaining a top-notch education and a globally recognized degree is their top priority. On the other hand, the backdrop of education has been the employment opportunities that prospective students will receive both during and after their studies in the destination country.

## **Theoretical Review**

In the 1990s, globalisation gained popularity; much like "interdependence" did in the 1970s. A globalised world is one in which there is a network of interdependence across multiple continents. These networks can be connected by the movement and impact of people and force, capital and goods, information and ideas, and substances that are relevant to the environment and biology. Every nation has access to the global economy, which has no boundaries when it comes to trade, finance, people, ideas, information, and communications. Another name for it is "global village." With services offered by new competitions, it increasingly turns education into a global commodity (International Organization for Migration, 2003). Robertson (2004) states that while globalisation is a theory that addresses the compression of the world and the intensification of consciousness or the world as a whole, it is also the process by which individuals and communities experience an increasingly common economic, social, and cultural environment. Intellectuals first discussed globalisation from economic viewpoints, but soon after, they also discussed it from cultural and sociological perspectives. According to Goldin and Reiness (2007), there are five different aspects of globalisation: trade (the flow of goods and services between nations), finance (the transfer of assets or financial instruments between nations), aid (the transfer of loans and grants among nations as well as technical assistance for capacity building), migration (migration is defined as the temporary or permanent movement of individuals between nations to pursue employment, education, or both), and ideas.

According to Fiske (2011), diversity holds significance as the global workforce evolves; students seek educational environments conducive to collaboration with individuals from diverse backgrounds, encompassing various nationalities and cultures. Study abroad programs provide students with the opportunity to immerse themselves in a foreign culture, allowing them to recognize and respect the differences in perspectives and values held by people from different nations. The fast-paced processes of economic, demographic, social, political, cultural, and environmental change brought about by globalisation in general and decolonisation, modernisation, and particularly uneven development are to blame for the increase in migration. Future migrations are expected to increase as a result of these processes, which appear to be accelerating and causing even more social upheavals and displacements (Castle & Miller, 2003). The process of globalisation accelerates the integration of entire regions into international relations, international economic systems, and cross-cultural exchange networks. Large-scale human migration thus results from the quickening pace of global integration. Migrations are not a singular occurrence: capital and commodity movements nearly invariably result in human migrations (Castle & Miller, 2003).

According to Castle and Miller (2003), migration across borders is a crucial component of globalisation. In this globalised world, students are essentially traveling abroad to take advantage of opportunities, which is why the number is growing. Students now have more opportunities thanks to globalisation. Three theoretical conceptualisations of globalisation—neo-liberalism, world culture theory, and critical perspectives like World System and Neo-Marxism—were analysed in this proposed study. The three overarching theoretical stances presented opposing arguments regarding globalisation and how it affects student migration. There was significant variation in viewpoints among the theories and some overlap, so this classification is not all-inclusive. It however, provided distinct and unambiguous criteria for analysis. Globalisation and international migration are related. It is the outcome of worldwide trade. Global migration has been facilitated by the state's de-territorialisation and the diminishing sovereignty resulting from the integration of the global economy. However, any nation's immigration laws can regulate international migration notes that a crucial component of globalisation is international migration. In order to take advantage of the opportunities in this increasingly globalised world, students travel abroad. It indicates that in this increasingly globalized world, globalisation has brought about new opportunities (Acharya, 2012).

A thorough analysis of the theoretical stances on globalisation and education is provided by Holger (2002). He begins by outlining a number of theoretical stances on globalisation and giving a summary of the current discourses. He then goes on to address the economic aspects of globalization, nation-state disruptions, and cultural convergence and divergence. Lastly, he presents a number of incongruous demands on education. He acknowledges that "the degree of coupling between the state/ society and the education system may vary from one country to another and from time to time".

The globalisation of higher education is often perceived from a neo-liberal perspective, emphasising increased competition between nations due to regional and international laissez-faire trade policies. "The choice of a host establishment by foreign students and their families may be viewed as the outcome of an assessment of the monetary and non-monetary costs of studying abroad, and the monetary and non-monetary benefits that students (and their



families) hope to reap it". Globalisation is explained by the world culture theory as a "cultural and associational process" spreading across the world. The theory basically says that the spread of cultural values embodied in international organizations can account for increased isomorphism and convergence in social and political domains. These values—"individualism, voluntarist authority, rational progress, and world citizenship"—are what its proponents assert (Meyer, 1997).

The world culture theory is distinct from its alternatives in a number of significant ways. First, because sovereign nation-states are the members of international organizations and are in charge of "translating" their universal declaration into national policies, it sees the nation-state as a powerful, rational actor that is indispensable to globalisation. For example, the conventional wisdom that mass education "is necessary and beneficial for economic growth, citizen loyalty, and democratic institution" is rejected by second world culture theory as functionalist rationalization of social behavior (Meyer, 1997). Rather, it locates the source of these behaviours in global cultural values, which are not self-justified. Meyer (1997) examines national factors that explain the global rise in higher education enrolment in the 20th century and applies world culture perspectives to the expansion of higher education. They discover that cultural and institutional factors, especially membership in international organisations, have greater explanatory power than functional variables (such as industrialisation and economic growth), which is in line with world culture theory.

### **Statement of Problem**

Previous research on brain drain has mostly examined the economic aspects of both the source and destination countries. A limited number of studies have investigated the impact of the brain drain on the higher education systems of the emigrants' home countries. According to Kattel and Sapkota (2018), the brain drain is a major problem in Nepal's higher education system that affects all sectors and resulted in a significant loss of investment in higher education. It seems that there is a gap in research regarding the effects of brain drain on higher education in Nepal. Notably, no particular review on skilled migration has been carried out recently. A review of existing literature revealed a scarcity of research on migration, despite the considerable number of studies conducted by scholars and research institutions on this subject. However, the majority of the articles concerned labour migration, rural-to-urban transitions, and internal Hill-to-Terai migration. An examination of the current literature highlighted a paucity of research on migration, notwithstanding the substantial body of studies conducted by scholars and research institutions in this field. The first doctoral dissertation on foreign student migration in Nepal only offered information on how student migration continues, primarily using the push pull theory. These studies didn't provide a sociological picture of how globalisation and the brain drain affected developing nations like Nepal. Thus, from a Nepalese perspective, there is a gap in the literature on student out-migration (Acharya, 2012).

The internationalisation of higher education has been influenced by globalisation, which has led to a significant increase in student migration (the brain drain) from the South to the North and the East to the West. As a result, the number of students studying abroad is rising (Acharya, 2012). Three economic aspects of globalisation are private cross-border investment, migration, and trade in goods and services. The phenomenon of student out-migration is a

relatively unexplored field of study, both in Nepal and internationally (Brooks & Waters, 2011). For example, in 2013–14, Nepal became the sixteenth country to send students to the United States for further education. Few researches have been conducted on the topic of the brain drain in Nepal, despite the fact that numerous studies on general migrations have been completed. This research closed the information gap regarding the causes and effects of globalisation in Nepal. It was also helpful for students, researchers, and others who wish to do more study in the field. In a similar vein, policy makers, social workers, educational consultancies, and other interested organisations migrating to Nepal should find the data and conclusions of the proposed study beneficial (Acharya, 2012). This study addressed two primary research inquiries. The first query explored the impact of globalisation on students in Nepal. What are the reasons behind the brain drain experienced by students in Nepal? Additionally, one of the study's primary goals was to identify the factors that contributed to Nepalese students' brain drain. Another question was to analyse the impact of globalisation on the brain drain of students from Nepal. Therefore, the main motivation for conducting this research was not only the number of potential immigrant students, but also the fact that today's potential migrants will become tomorrow's skilled labour, the demand for educational restructuring from students is growing quickly, and this is contributing to the national foreign trade deficit as well as the overall development of the nation on a social, economic, political, and environmental level. Finally, these potential migrants are the driving force behind the sustainable goal of "prosperous Nepal, happy Nepali."

## **Methods**

A field survey was conducted to collect extensive data on the brain drain, enabling the analysis of both the causes of the brain drain in Nepal and the impact of globalisation. Published books, journals, reports, mimeographs, documents, and other published and unpublished materials as secondary sources were used in this study. Unpublished articles, reports, books, theses, and Google Scholar were additional resources utilised in this inquiry. Secondary sources for the literature review comprised materials sourced from libraries, including books, documents, and research papers. Both an analytical and a descriptive research methodology were used in this study. To achieve the study's goals, primary and secondary information sources have been consulted. To obtain the answers to the research questions, a questionnaire survey has been carried out. There were eleven questions in the questionnaire. Fifteen students enrolled in the consultancy, preparing for the International English Language Testing System (IELTS) examination as part of their aspiration to pursue overseas education, were administered questionnaires. To enhance the dependability and quantity of answers, personal communication was established with each respondent to disseminate and gather the questionnaire.

## **Results and Discussion**

The researcher's interest is the primary factor in the choice of this subject. This study increased the knowledge about the on-going trend of student migration from Nepal, which should worry the nation. In Nepalese society, student migration has become a common occurrence, with an increase in the number of students studying abroad. Globalisation and the brain drain have not yet been fully investigated in relation to Nepal. This study focused on the

phenomenon of student brain drain from various perspectives, including globalisation, social networks, and other viewpoints in general. Among the distinct themes conveyed by (IELS) students are: following the latest fashions, the obsession with traveling overseas, realising one's parent's dream, and taking action for Nepal. Common themes included social, global, educational, political, and economic ones. Student migrants have expressed a desire to travel overseas. Certain themes, like learning and earning, good education, and job opportunities in a globalised market, were shared by both expectations and aspirations. They would rather travel abroad in the hopes of receiving a top-notch education and being presented with professional options, including degrees that are recognised throughout the world. One of the respondents (Sagar Bhatta, Name Changed) remarked, "My friend moved to America two years ago after passing 12. Through Messenger, a friend of mine invited me to come to America to pursue a bachelor's degree. I will now discuss with my parents the possibility of studying in America in order to pursue a bright career and a bachelor's degree".

Recent sociological discourse posits migration as an integral component of globalisation. According to Castle & Miller (2003), one important dynamic of globalisation is the movement of people across international borders. They argue that migration was not created in the late 20th century, or by modernity under the dual forces of capitalism and colonialism. Since the beginning of human history, there have been migrations. In the ensuing decades, migration is probably going to continue to grow as a result of globalisation. According to Castle and Miller (2003), migration is a phenomenon that is influenced by social contexts, social norms, and social structures. As such, it must be understood as a social process that is a component of active livelihood strategies. This succinct analysis demonstrates the need for caution when discussing the concept of the brain drain. At best, it can only partially explain the nature and causes of global inequality given the variety of motivations, contexts, and circumstances. This much can be shown by examining the ways that the central ideas of the dependency and world-systems theories developed over time to explain the relationships between the brain drain and underdevelopment have been applied by neo-Marxist scholars like Wallerstein (2011) and Frank (1980). The concept of brain drain has been used to illustrate the unequal power dynamics of dependency between wealthy developed countries and poorer developing countries in light of Frank's dependency thesis. Similar to this, Wallerstein's theory of world systems interprets the brain drain as a result of the way global capitalism is structured, which applies various forms of labour control, state apparatus, and political power distribution to produce economic growth for certain nations and underdevelopment for others. Without considering individuals' situatedness, which is fundamentally linked to their social identities, and understanding how mobility transforms these identities, we cannot fully grasp the modern phenomenon of skilled mobility (Clifford, 1997).

The act of physically moving people both within and between social systems is called migration. The rivals of the Cold War sponsored study abroad initiatives and competed to draw in students from the developing world (Varghese, 2008). Modern international migration is a component of a transnational revolution that is reshaping politics and societies all over the world. One Respondent said, "Ashish Rizal is my name. It's in Jorpati that I live. Over six years have passed since my two sons moved to Australia. I am a mother of three kids. The younger daughter is presently getting ready for the IELTS test as well. One of the three kids who live

with us now says she's going overseas. Numerous children have migrated in this manner, just like our own. The practice of students traveling overseas has, in my opinion, had a significant impact on Nepali politics". Following an analysis of primary and secondary data, we have determined that the main factors contributing to Nepal's brain drain were: a lack of opportunities for employment and education; political unpredictability; low wages due to nepotism and corruption; globalisation; limited opportunities; discriminatory education systems; a lack of accessible and affordable education; a desire for high-quality education; specialised fields of study; opportunities for research; social and economic factors; and enhanced career prospects for developed nations competing in the global market. In the globalised world, there were more negative than positive effects of brain drain for third-world countries like Nepal. Globalisation has resulted in a major problem for Nepal: brain drain. One of the respondent (Rajan Dhakal, Name Changed) said, "I received excellent grades in my 12th grade, and I also have very good English. It was a year ago when my uncle told me that good students at American universities get good scholarships. And after applying, I was awarded a full scholarship to an American university. I'm heading to America soon". Professionals with advanced degrees, such as doctors, engineers, and researchers, are leaving their home countries in search of better opportunities overseas, leaving Nepal short on skilled labour. In order to demonstrate how the brain drain, also known as high-skill migration, is evolving into a prominent pattern of international migration and a key component of globalisation, the scope, intensity, and determinants of the phenomenon were first evaluated.

## Conclusions

In conclusion, globalisation exerts a comprehensive impact across various domains, presenting both advantages and disadvantages. One of its effects is the flight of human capital. However, nations can focus on particular areas for future developments by properly researching and evaluating the push and pull factors that are significant. In order to realise their vision and long-term sustainable socioeconomic development goal, developing nations like Nepal can take practical steps that assist in creating a distinctive framework without impeding or even boosting the flow of remittances and taxes at the same time as bringing back or refraining from specific brains. The prevalent belief that brain drain occurs due to the expectation of exclusive loyalty to a single nation suggests, in an essentialist manner, that an individual's identity is intrinsically tied to their country of origin. It is highly doubtful whether this concept—as well as the idea that one can only contribute to a nation's development by being physically present within its borders—are viable in the age of globalisation. This perspective on transnational mobility in the global era is fundamentally incorrect. Knowledge workers and brokers must move around due to the growing globalisation of the knowledge economy (Cao, 1996). This is as relevant to developed nations as it is to developing ones, like Nepal. If this is the case, several policy experts, including Meyer and Brown (2003), contend that people's physical locations are irrelevant in order for developing nations to gain from the knowledge economy, provided that these nations can utilise their knowledge no matter where they reside. Meyer and Brown (2003) referred to this as the "diaspora option," highlighting the necessity of establishing channels that enable skilled migrants to maintain productive and successful connections with their home country. They contend that one significant benefit of the diaspora option is that it capitalises on resources that are already available, negating the

need for a previous large-scale infrastructure investment. Therefore, the means to organise such a diaspora are available to any nation that is prepared to invest the necessary social, political, organisational, and technical resources (Meyer & Brown, 2003, p. 3). Even though there are more negative effects, it is best for the nation to use the knowledge and skills of brain drain victims as much as possible to boost the country's economy and enhance its entire development system in Nepal. Globalisation facilitates world trade, offering developing countries numerous opportunities and advantages within the global village. However, it also accentuates push factors such as inadequate infrastructure, limited job opportunities, political instability, and insufficient higher education facilities. These issues must be prioritised by the government, development partners, and the national development plan. It is imperative to address these concerns through sustainable development initiatives and campaigns, such as the 'Prosperous Nepal, Happy Nepali' initiative, to enhance these critical facilities and promote national well-being.

Short Recommendations, Nepalese students are increasingly choosing to migrate overseas in search of better educational and professional opportunities. This trend is caused by a lack of access to higher education, better employment opportunities, exposure to foreign cultures, and political unrest in Nepal. While there are academic, personal, and professional advantages to studying overseas, Nepal must contend with the brain drain, a lack of skilled labour, and negative economic effects. To keep its future leaders and innovators, Nepal must solve these issues and establish a welcoming atmosphere.

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