**Research Title: Labor Migration, Remittances and its Implication on Women Education of Nepal: A Case Study of Mauwaphant, Rakhupiple Village Development Committee, Myagdi District of Nepal.**

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**Research Title: Labor Migration, Remittances and Their Implication on Women Education of Nepal: A Case Study of Mauwaphant, Rakhupiple Village Development Committee, Myagdi District of Nepal.**

**Abstract:**

The study entitled **Labor Migration, Remittances and Their Implication on Women Education of Nepal: A Case Study of Mauwaphant, Rakhupiple Village Development Committee, Myagdi District of Nepal** is an attempt of the researcher to find out the implication of remittances on female education in Nepal. The home country is an underdeveloped nation with low levels of employment inside the nation. The flow of international labor migration has increased in Nepal in recent years as a result of privatization, liberalization and globalization. Labor migration can generate substantial welfare for migrants and their country of origin. For centuries, millions of Nepalese people have migrated overseas—despite economic challenges and obstacles—in search of better income sources for themselves as well as their family members. Remittance is taken as an important source of external economy for underdeveloped countries like Nepal. Due to an increase in labor migration, the remittance flow has also increased. As part of the national income, the flow of remittance has given substantial contribution to Nepalese livelihood system. Currently, the number of people migrating outside the home country is estimated to over 2.6 million (Government of Nepal, 2012).

This thesis is examining labor migration, remittances and their implication on women education of Nepal. Each year thousands of migrants leave the country for the sake of good job opportunities. The contribution of labor to the foreign currencies has an important role in keeping a favorable balance of payment in the Nepalese economy. In Nepal, remittance accounts for 25 per cent of the Gross Domestic Product. Most of the income received through foreign employment is used for consumption because of poverty. Moreover, remittance is a useful tool to accelerate the capital formation which can ultimately lead to breaking the vicious circle of poverty. For example, the current poverty level of Nepal is 25.4 per cent which was 31 per cent in 1996, during the situation of critical conflict in the country in 1996 moaist insurgency started time. – For example, the current poverty level of Nepal is 25.4 per cent compared to a level of 31 per cent in 1996, there was a critical conflict in the country. This thesis contains the following two specific objectives:

* To examine how remittance helps change the educational status of women in Nepal.
* To compare women’s education before and after the flow of remittances.

This thesis shows the relationship between remittances and women’s educational status in Nepal. Due to the small Nepalese labor market and the existing constraints in the national economy, economically active labor forces tend to migrate towards foreign countries. Limited agricultural land, rapid population growth, low rate of capital formation, low economic growth rate, political instability etc. are the main push factors of a high labor migration. The current migration from developing to developed countries gives evidence of a growing complexity in migration process, mechanism and practice of experience.

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**ABBREVIATIONS/ACRONYMS**

BS : Bikram Sambat

CBOs : Community Based Organizations

CBS : Central Bureau of Statistics

FAO : Food and Agriculture Organization of the United Nations

FDI : Foreign Direct Investment

GDP : Gross Domestic Product

GOs : Government Organizations

ICIMOD: International Center for Integrated Mountain Development

IUCN : World Conservation Union

NGOs : Non-governmental Organizations

NLFS : Nepal Labour Force Survey

NLSS : Nepal Living Standard Survey

NMYB: Nepal Migration Year Book,

NPC : National Planning Commission

NRB : Nepal Rastra Bank

NRs : Nepalese Rupees

SLC : School Living Certificate

T.U. : Tribhuvan University

UK : United Kingdom

UN : United Nation

UNCED: United nation Conference on Environment and Development

UNDP : United Nation Development Program

USA : United State of America

VDC : Village Development Committee

WB : World Bank

WDR : World Development Report

WTO : World Trade Organization

**CHAPTER: ONE**

**INTRODUCTION**

**1.1 Background of the Study**

In general sense, migration is the process of moving from a place of origin to a place of destination. People migrate from one place to another due to various reasons - economic, social, political, cultural etc. Migration is a spatial mobility of people who change their usual place of residence to a well-defined destination. A migrant is a person who moves either from his place of birth to another area or keeps on moving stepwise or circularly by changing his residence more or less frequently. A migrant can be either a seasonal, temporary, semi-permanent or permanent migrant depending upon the duration of migration and reasons for migration within a defined geographical area (CBS, 2001). “Migration is a form of geographical mobility or spatial mobility between one geographical unit and another, generally involving a change in residence form the place of origin or place of departure to the place of destination or place of arrival” (UN Multilingual Demographic Dictionary). Migration is a social process and cultural act that embraces the crossing of political, geographical and cultural borders, the transnational perspectives compel us to know how social actors engage in shifting practices and develop and draw on social networks across boundaries (Valentine, 2012:431).

The migration of people from one place to another as a means to achieve gainful opportunities is not a new phenomena. For Nepal, the internal mobility of people was more rapid after unification in 1968 A.D. The formal external migration, including labor migration, from Nepal also has a long history - around 200 years ago, Nepali people started to seek work abroad and send remittances back to their families in Nepal.

In early 19th century, for instance, the first men migrated to Lahore (in today’s Pakistan) to join the army of Sikh ruler (R. Singh). They earned the nickname *“Laure”* which is still used in Nepal who was employed and employing as army in foreign countries. In 1815/16 A.D. the British Army started to enroll Nepalese citizens in military services, which still now are called *“Gorkhas”*. Since then, international labor migration of Nepali people has never ceased (Bhattarai, 2005).

Due to the open border between Nepal and India and similar socio-economic conditions as well as a large employment market, industrial area it creates a significant amount of migration in to India **.** The history of seasonal and temporary migration from Nepal to India is very old and ancient. The foreign employment Act 1985 identified a number of countries to which Nepali labor forces were encouraged to migrate for employment opportunities. The backward agricultural economy, lack of gainful employment opportunities and more importantly the demonstration effect continue to push Nepalese to foreign countries**.** The restoration of democracy in the 1990s, the flow of Nepalese workers in to overseas countries, especially the Gulf countries, East and South East Asia (Saudi Arabia, Kuwait, Oman, Japan, Hongkong, Taiwan, Korea, Malaysia, Singapore ), in Europe (U.K., Denmark, Germany, Netherland, Belgium, France etc.), has seen increased in to labor migration as well for higher study propose. Similarly, Nepalese are migrating in to Canada and USA for labor migration and higher study (NRB, 2006:27).

Since, 13 February 1996 movement of Maoist rebels across the country disturbed the peace and employment situation in Nepal, working as a ‘Push’ factor for the Nepalese youth to seek foreign employment, which increased drastically (Silwal, 2009).

In Nepal, the labor force migrating process is increasing. Many Nepalese workers go abroad through unofficial channels via India. So, it is difficult to record the actual number of migrants' population. Among the series of factors motivating the labor migration, the open border in between Nepal and India is crucial as people can travel to India without visa and other administrative records. The official recording of data started from the fiscal year 1989/90 to those who were working outside the country. The number of migrants is as shown on Table 1.

Table 1: **Volume and Growth Rate of Nepalese Migrants**

|  |  |  |
| --- | --- | --- |
| **Fiscal Year** | **No. of Migrants** | **Annual Growth Rate (Percent)** |
| 1993/94 | 3605 | - |
| 1994/95 | 2159 | 40.1 |
| 1995/96 | 2134 | 1.2 |
| 1996/97 | 3259 | 52.7 |
| 1997/98 | 7745 | 137.6 |
| 1998/99 | 27796 | 258.9 |
| 1999/00 | 35543 | 27.9 |
| 2000/01 | 55025 | 54.8 |
| 2001/02 | 104736 | 90.3 |
| 2002/03 | 105043 | 0.3 |
| 2003/04 | 106660 | 1.5 |
| 2004/05 | 139718 | 31.0 |
| 2005/06 | 165252 | 18.3 |
| 2006/07 | 219450 | 32.6 |
| 2007/08 | 329373 | 4.5 |
| 2008/09 | 207983 |  |

Source: Department of Foreign Employment, 2010

In this backdrop, this research work will deals with the topic “how remittances help the existing women education in Nepal.” Besides, it also deals with the possible cultural behavior that the Nepalese communities may have to face in the due course of time.

**1.2 Research Questions**

Different categories of people; educated, uneducated, professional workers etc. migrate for shorter or longer periods of time. Most of them are involved in various types of work as offered by governmental and private agencies. Nepal, being an underdeveloped nation, sends a number of laborers into the world market through work permits. Whatever the workers earn, nominal or large, is sent back to Nepal and channeled into society through different sectors such as production, consumption, education and so forth. The remittances sent back to country of origin have thus become significant financial resources in private households and community welfare. Tangible as well as intangible remittances including capital, knowledge, skills, experiences, ideas, opinions etc. play a vital role in enhancing the quality of life for the family and overall society. The increasing flow of remittances has a direct effect in reducing the disparity and inequality existing in society, reducing poverty and imbalance in the socio-economic condition of families. My interest is to see if remittance really does reduce inequality through equal access, power etc. The focal point of my research is to examine the effectiveness of remittances on women education. Other issues addressed are how remittances have improved the development of the socio-economic, political and cultural situation of Nepalese women; the various indicators of development concerned with the status of women, and the impact of remittances on educational status in the society. Taking these facts into account, this research will try to answer the following research questions:

**How do remittances change the educational status of Nepalese Women?**

To answer this question, the following sub-questions were raised:

1. Is remittance applicable for enhancing education in Nepal?
2. How have remittances affected women´s educational status?
3. What sort of changes has been brought about by remittances after receiving it?
4. Have remittances really played a positive role in increasing women’s literacy rate?

**1.3 Objectives of the Study**

The general objective of this research is to uncover how the remittances change the educational status of Nepalese Women. The specific objectives of the study are as follows:

1. To examine how the remittance helps to change the educational status of women in Nepal.
2. To compare women’s education before and after the flow of remittances.

**1.4 Globalization and Migration**

Globalization is the term used to describe the growing worldwide interdependence of people and countries. This interdependence affects the economic, political, social and cultural relations across the globe (Ubah). In the context of globalization, external migration (international labor migration) has a lot of advantages for the sending nation. It reduces the pressure on the agro sector and as a result disguised unemployment can be reduced. It is useful to reduce the poverty level in a country. Migrant laborers can learn and transfer knowledge, skills, technology and bilateral investment that can enhance the rapid rate of economic development of the country. It may be the main source of foreign currencies, basically used to import capital equipments from abroad. It can be used to promote social sectors such as health, education, etc as well as other infrastructural developments such as road, hydropower etc.

Ghosh and Ghosh (1982) include some points of push and pull factors of brain gain and brain loose migration from developing countries in to developed countries due to the underemployment, economic underdevelopment, low wage/salary, political instability, overproduction and underutilization, lack of research and other facilities, lack of freedom, discrimination in appointment and promotion, poor working facilitation, lack of scientific tradition and culture, unsuitable institution, desire for better urban life, desire for higher qualification and recognition, better career expectation, lack of satisfactory, working conditions (Ghosh and Ghosh cited from Gedamu, 2002).

As mentioned by Gedamu (2002), the prestige value in society for foreign educated people and good prospects and promotion facilities are some of social determinants of migration. Thus, the search for good working conditions, availability of the latest information and contact with the men of experience and expertise are some of the influential determinants of migration.

The terms globalization and migration are interrelated to one another. The former is an advanced stage of development where capital, technology, labor, raw materials, information and transportation, distribution and marketing are integrated or interdependent on a global scale; moreover it means a free flow of ideas, opinions, goods and services within and across a country (Dahal, M.K., 1998: 6). Its core elements - information, economy, technology and ideas - are beyond the control of the national government (Ibid). It refers to the increasing integration of economies around the world. The movement of labor, knowledge, technology across international borders with cultural, political and environmental dimensions (Dahal, M.K., 1998:6). According to World Development Report (2005) "Globalization is a historical process, the result of human innovation and technological progress.”

According to M.P. Todaro (2004:334) "Migration exacerbates the structural imbalances between developed and underdeveloped nation into two direct ways. First, in underdeveloped nations, migration disproportionately increases the growth rate of job seekers relative to population growth of developed nations because of the high proportion of the young people having education or un-education in the migrant system. Their presence tends to swell the labour supply in developed nation while depleting the valuable human capital in underdeveloped nation. Second, on developed nation, job creation is generally more difficult and costly to accomplish than job creation in underdeveloped nation because of need for substantial complementary resource inputs for most job in industrial sector".

**1.5 Migration and Remittance in Nepal**

Remittance is taken as a precious source of external finance for developing countries like Nepal. It is the amount of money sent back to home countries by foreign workers. In 1970, for example, an index composed of countries with the largest remittances data available put the level of remittances for the world at 23.6 billion US Dollars. This amount almost tripled to 63.7 billion US Dollars in 2003. A survey of World Bank (2010) revealed that remittance flow to developing countries was 328 billion US Dollars in 2008, a relatively more stable flow of financing than FDI, portfolio equity and foreign aid. India, China and Mexico retained their position at the top recipient of migrant remittance among developing countries in 2008.

Remittance is a central issue in debates amongst development pioneers all over the world. The fact is that the volume of remittance has been accelerating at an exponential rate in recent years. The socio-economic effect of remittances is divided into two parts namely, short-run and long-run. The social, economic and cultural effect of migration can initially be negative due to the labor-lost effect; on the other hand, the positive impacts via remittance can be seen on expenditure and investment in different headings like education, health, nutrition, sanitation, environment management and so forth. The application of available remittance is used in different heads of household expenditures like food, education, clothing, and recreation (NRB, 2012).

“It is generally assumed that female by and large send back home a greater share of their income in remittances than male and also tend to be better savers. In addition to being the largest receivers of remittances, female- when in control of remittances –are also believed to channel overseas financial transfers into better education for the entire family. However, gaps remain in our understanding of the gender approaches of remittances and development” (Sorensen, 2005). Around two million of Nepali youth have migrated to different countries across the world to get employment (CBS 2012). “The growth rate remittance to Nepal may have slowed from double digit to single digit in a recent year but the country ranks among the top five in terms of share of remittances of the gross domestic product” (WB, 2011). Based on the available evidence, various current reports estimate that remittances amount to roughly one and a half official development assistance, more than capital market flows and more than half of foreign direct investment flows to developing countries (Sorensen, 2005). Gender and the educational status of the women within the family are important factors influencing the amount, function, pattern use and beneficiaries of remittances.

Migration and development are intimately related concepts in policy framework. The broader analysis of migration and development linkage concludes that remittances sent from migrant workers play a positive role in advancing the educational structure of society. For a young woman to gain an advanced education, she will probably need to move to the university in a different region (Bakewell, 2012:10). The connection between migration and development clearly shows in remittances helping to reduce poverty but the migrants members are offering important sources of human capital in to recipient countries and sending monetary and social remittance back in to the country of origin and so forth(Haas, 2012).

Vammen and Bronden (2012:27) suggest that the term migration-development, in its current use by the global development community refers to the positive effects of migration on development. A pessimistic view assumes that the migration drains away the most economically active and innovative part of the population and their remittances tend to be used for consumption rather than investment and serve to increase the inequality (Bakewell, 2012:2).

The remittances from migrant laborers sent back to their homes are the chief source of private income in Nepal. Generally, remittances are used to cover daily living expenses, to provide support in emergencies and making small investments. The government should pay more attention in developing appropriate policies and strategies to remittance flows as a vital financial source to uplift socio-economic development. Therefore, the appropriate planning and implementation of the necessary measures should be carried out by government to address in depressed areas where economic conditions force people to migrate (NRB, 2006:27).

Remittance is the main source of foreign exchange in developing countries because of low level of export of goods and services to the rest of the world. The main part of the population is living in rural areas, and many of the youngsters are not interested in regulating the traditional profession i.e. agriculture; most would like to migrate from place of origin to place of destination where they get employment opportunities according to their capacity and skills. Migration is a serious threat to the local resources in the rural areas of Nepal but many feel compelled to migrate from such areas because of lack in sufficient food such as grain, dairy products and even good schooling and health facilities for their children. The trend of remittance inflow in Nepal from labor migration is shown in Table 2 in which an increase is apparent.

Table 2: **Remittance Inflow in Nepal**

|  |  |
| --- | --- |
| **Fiscal Year** | **Remittance(in million US Dollor)** |
| 2003 | 771 |
| 2004 | 823 |
| 2005 | 1212 |
| 2006 | 1453 |
| 2007 | 1734 |
| 2008 | 2727 |
| 2009 | 2986 |
| 2010 | 3513 |

Source: World Bank, 2010

The above table indicates that the volume of remittance has increased and plays a valuable role in reducing poverty, unemployment, economic disparities on one hand, and on the other hand increasing the rate of money-saving, capital formation, capacity building whilst empowering the people of Nepal.

**1.6 Remittances and Gross Domestic Product**

The amount of remittance received by the nation is a significant contribution to the gross domestic product (GDP) standard of national economy. Although, it is not the healthy, sustainable and long term sign for economic prosperity and it shows a greater dependency on other countries, remittances are important to Nepal at local as well as national level - as private income of the recipient and as foreign exchange reserve of the nation. Remittances generate a positive multiplier effect in output if they are properly managed and invested productively (NRB, 2006: 28). The contribution of remittances in GDP of Nepalese economy is shown in Table 3:

Table 3: **Share of Remittance in GDP**

|  |  |
| --- | --- |
| **Fiscal year** | **Share of remittance in GDP (per cent)** |
| 2003 | 11.2 |
| 2004 | 10.9 |
| 2005 | 11.1 |
| 2006 | 14.9 |
| 2007 | 13.8 |
| 2008 | 17.3 |
| 2009 | 21.8 |

Source: World Bank, 2009

Above table showed about the share of remittances in Nepalese Gross Domestic Product in different Fiscal year. According to table the flow of remittance is increasing with succeeding fiscal year.

**CHAPTER: TWO**

**RESEARCH METHODOLOGY**

A research undertaking must be equipped with research methodology. Research methodology is a format of methods that has to be followed as guiding principle in a scientific study. It is a science of methods/rules which deals with every step of method. Different methods can be applied in the same research. In order to achieve the objectives of the research, methodology is necessary. This research also adopted some specific methods.

**2.1 Research Methodology and Design**

The research tool refers to both material objects and concepts applied in scientific investigation process. “Research methods may be understood as all those methods/techniques that are used for conduction of research” (Kothari, 2007:7). Methods are concerned with the collection of the data. As the time is passing, social scientist are laying more and more stress on the use of methods in their studies. These desire that each investigation should be conducted systematically and scientifically. There is a fundamental difference in methods and tools of study. “……..Method is the basic enquiry whereas tools are the instrument by means which data are generated from the field. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically (Ibid, 2007:8).

According to Karl Pearson, " The scientific method is one and same in the branch (of science) and that method is the method of logically trained minds…. the unity of all science consists alone in its methods, not its materials; the man who classifies facts of any kinds whatever, who sees their mutual relation and describes their sequence, is applying the scientific method is and is a man of science (Pearson, Karl, 1957, cited from Kothari, 2007:9).

The research design serves as a framework for the study, guiding the collection and analysis of the data, the research instrument to be utilized and the sampling plan to be followed (Wolf and Pant, 2007:92). Research design is an organized approach and not a collection of loose unrelated parts rather it is an integrated system that guides the researcher in formulating, implementing and controlling the study (Ibid, 2007:92). Research design means drawing an outline or planning or arranging or process of making decisions of research. It is a detail plan to achieve the goals of research. Martin Bulmer (1974:86) has said that research design is the specification of the problem, conceptual definition, derivation of hypothesis to test and defining of population to be studied. According to Yin (1994) " logical sequence that connect the empirical data collected by researcher to a study's initiated questions and ultimately, to its conclusions". Participatory observation, analytical, descriptive, exploratory study designs were used in my study.

**2.2 Rationale of the Study**

Education is the major aspect of people in the society. A society without educational attempt remains incomplete in modern era. It is our aggrandizer. The fact is that, it is necessary to observe the nexus between people and their ways of life. The strong linkage between education and people shows the strengths of the society and thereby the country itself. Female education is an important part of every human society. Sustainability of a society is guided by educational system, particularly, women education and their empowerment. In this scenario, the research might be helpful to identify the issue of gender and education for success as per the social integration.

The study is very significant as it deals with the educational aspect of the Nepalese Women. It will have high value for those dealing with the socio-cultural problems and changes of certain groups of people in particular area. The reason to choose this topic before the case study of Nepalese Migrants in abroad and impacts of remittance on women education of their country of origin is to examine the implication of foreign currency and learned ideas in my own home country. I am also very much interested to study about the socio-cultural and educational influence from labor migrants upon native nation as being the student of international relation and development. Economy is an important subject matter of globalization which has direct impacts on politics, culture and societies as well as the needs and aspiration of people.

**2.3 Case Study**

This method is very popular form of qualitative data analysis. It involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even entire community in to data collection process”(Kothari,2007:113).It is an intensive inquiry of one or more issues taking into a single unit. However, the case study has perhaps a greatest value in suggesting hypothesis formulation that can be tested by other methods.

According to H. Odum (1929: 229)" case study method is a technique by which individual factor whether it is an institution or just an episode in the life or an individual or a group is analyzed in its relationship of the group”. Therefore, this method is a form of qualitative analysis which observes an individual or an institution carefully and completely. Wolf and Pant, (2007:105) stated that case study may be an intensive, integrated and insightful method of studying the social issues. Case studies are particularly useful as background information for planning major investigations in the any research process”.

On the basis of above mentioned logics the case study is implemented on persons, programs, processes, events, institutions, social groups as well as other contemporary issues. In this regard, the study is included under the case study because I have chosen particular issue (Labor Migration) and the impacts of remittances particularly on women education in Nepal.

**2.4 Method for interviews**

The aim of the interviews was to understand the fact and the chain of event of the remittance impact on women education into the recipient family. It also tries to examine the opinion of recipient family members about the foreign employment and remittance usages culture on the basis of their personal experience.

I came in contact with the data survey location and its people through BalkrishnaSubedi currently living at district headquarters of Mauwaphant Village. He is originally from the place where I have taken interview with the respondent. He can be considered the representative of the fellow villagers in the District Headquarters.

Mr.Subedi arranged the interviews with the respondents in the village by assistance of his Nephew. He instructed his Nephew to do all the necessary arrangement in the village including accommodation and others. Balkrishna Subedi’s Nephew Mr.Roshan Subedi took us to the respondent’s houses and introduced us among them. It made us easier to conduct interview with the respondents. As my house is in the District Headquarters of the Myagdi district, I had to search the possible site for conducting the interview. So, I came in contact with Mr.Balkrishna Subedi who arranged the good atmosphere and motivated to go to his village to conduct such interview. It was a continuous interviewing process that was held on February 13 to 15 2013. It last an entire two and half days with net interview time of about 18 hours.

The interviewees were happy to talk to us and very pleased to be listened. The general atmosphere was welcoming, friendly, and collaborative. Interview had been taken in private environment where respondent could feel free to talk about respective subject matters.

Basically, I designed three groups to take data and interviews with the respondents in the village. The interview was conducted with 19 interviewees. Among them, 9 were female and the rest 10 were male member of the individual remittance recipient family. I had made a specific deign to conduct interview with the family members of remittance recipient. I included two local women group leaders to understand the remittance impact on gender education in to the respective society. Similarly, a women teacher from each local school was included in the team to analyse and understand the enrolment data of girls in the respective school in 8 consecutive years. Gender and age was not considered the factors for the interview. But, while conducting the interview, I realized that majority of the family member at home were women due to the foreign employment of male counterpart.

We conducted our interviews according to a qualitative research method. The interview guidelines were basically designed on eleven broad questions regarding foreign employment, remittances and its impact on women education. The questions were focused on:

-the reason of choosing foreign employment;

-investment trend of remittance;

-perception of good and bad aspects of the foreign employment and remittance;

- Women education importance;

-Is remittance applicable for enhancing education in Nepal?

-How has remittances affected women´s educational status?

-What sorts of changes were brought by remittances?

-Has really remittances played positive role in increasing women’s literacy rate?

All the interviews have been recorded in Nepali and transcribed in English. During the interview process, I respected the order of research questions without interfering and putting pressure to the interviewees who were free and comfortable to express themselves in their own language. Some important information related to our research question has been collected through informal, unsolicited conversations, because considered relevant to the research question.

Extracts of the interviews are quoted and examined in the Analysis and further discussed in the Discussion of the Analysis’ Outcome. Before taking the interview, I promised respondents to take care of their privacy so I circulated them my written agreement that their interview and personal details will not be disclosed to any third party. Their privacy have been respected and kept undisclosed.

**2.5 Quantitative and Qualitative Data**

Quantitative research tends to be guided by a strict set of rules and formal processes. Typically, specific hypotheses are established prior to the data gathering and tested during the analysis. Variables are identified and explicitly defined beforehand. Searching for cause and effect relationships between defined variables that can be measured is a hallmark of quantitative research studies. A major goal of quantitative research is to apply the study results to other situations; thus, quantitative research is more generalized. Quantitative researchers tend to take great pains to avoid introducing extraneous influences into the study and seek to isolate subjects from the process as much as possible by controlling for process effects.

According to Wolf and Pant (2007:117) “Qualitative and quantitative methods are not simply different ways of doing the same thing. Instead, they have different strengths and logics, and are often best used to address different questions and purposes. The strengths of qualitative research derive primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather than numbers”.

In my study, the data collected from respondents through interview questionnaire has been converted in percentages or used with statistical tools however after taking interview with respondents collected data came as both qualitative and quantitative. I have developed the subjective questionnaire to get brief answer regarding subject matter. In this way I have chosen both qualitative and quantitative method in this research. In the same way this study will base on secondary data collected from the secondary sources such as document of Nepal government, books, journals, etc. Although I have focused on quantitative method in this study, lots of qualitative perceptions regarding to research questions were received. So, I have used qualitative method of data analysis as well.

**2.6 Relevancy of Choosing Methods**

The research topic entails the impact of remittance on women education which is logically relevant to quantitative and qualitative information and if I use such information for interpreting and analyzing the research, the objectives of my study will be fulfilled as well as the intension of study will come true. Similarly the impact analysis of remittances upon socio-economic aspects encompasses the quantitative variables than other ones. Such quantitative variables are amount of income, investment, saving, remittances, patterns and trend of foreign employment, etc. That can be quantified and the purpose of study will be met.

**2.7 Primary and Secondary Data**

The nature of data in this study is both primary and secondary. Primary data were collected through fieldwork using observation, questionnaire interviews, focus group discussions, key informants survey and others. And the secondary data were collected from various sources such as: various journals, articles, papers, reports, books, records, Act and Regulation related to migration and remittance. Secondary data have been used to extend, elaborate and strengthen the context provided by the primary data.

The process of data collection is made after a research problem has been identified and research design set up. While deciding about the method of data collection to be used for the research, the enumerator must keep in mind two types of data i.e. primary and secondary. The primary data are collected for the first time and are fresh and original in nature. On the other hand, secondary data are those which have already been collected by others. (Kothari, 2007: 95).

Primary data are original data gathered by the researcher for the research work at hand. Thus, these data are collected for meeting the specific objectives of the study. Primary data have higher accuracy and reliability. The secondary refer to those for already gathered by others. Secondary data have less accuracy and less possibility to generalize. This study has adopted both primary and secondary data. The primary data was based on case study, observation, interview schedule with Nepalese migrant’s family members and migrant them selves,who returned from abroad. On the other hand, the secondary data were collected through books, journals, articles, Act, Regulations and Policies etc. which are published by government and non- governmental organization of Nepal and others.

**2.8 Conduction of Interview**

“The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses and it can be used through personal interviews; if possible, through telephone interviews” (Kothari, 2007:97). According to Kerlinger, (1986: 469)“the interview is a face to face interpersonal interaction based on the certain objectives and the role of interviewer, asks a person being interviewed, questions designed to obtain answers resembles to the purpose of the research questions”.

Interviewing has become a very popular tool for conducting research in fields that do not demand experimental work. It is well-established, practicable, and reliable method of data collection. Interviewing involves asking questions and getting answers from participants in a study.  Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviews.  The communication of questions and answers can be mediated by the telephone or other electronic devices (e.g. computers). Interviews can be structured, semi-structure or unstructured.  In this section, we discuss five different types of interviews:

* Structured Interviews
* Semi- Structured Interviews
* Unstructured Interviews
* Informal Interviews
* Focused interview

Being a popular tool of data collection I have adopted this tool in my research work. I also decided before hand what type of information is to be collected. I developed a questionnaire related to labor migration and remittance and its impacts on women education in Nepalese migrants who had returned from abroad and non-migrant of their family members. Such process of interviewing is carried within their respective residential area, office, and so on. As far as possible, we facilitated the interviewee where needed so that the process continues and they did not feel bored. During interviewing time, the respondents express their feeling, opinions, views, experiences etc. freely regarding the impacts and uses of remittances to their daily life as well as before and after leaving home for abroad. My interview schedule designed to collect the answer regarding the impacts of remittance on women educational status in the study area.

I have conducted interview in 19 households. Out of 19 households, the 10 male and 9 female members were interviewed as chief respondents. The basic information regarding their name, age, gender and place of residence in study area are listed in the coming tables. The views and response of respondents are quoted and examined in the analytical study of this research. All the information of interviewees and their response on research question are described in appendix section of the research work.The basic information of the interviewees is shown in the table below in the chronological order.

Table: 4 **Details of Respondents**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.N.** | **Name** | **Gender** | **Age** | **Place of Residence** |
| 1 | RadhikaSharma | Female | 35 | Maulaphant 9 |
| 2 | Chandra kalaBaruwal | Female | 67 | Maulaphant 9 |
| 3 | OmbhadurBishowkarma  (Dalit) | Male | 47 | Maulaphant 9 |
| 4 | Yan BhadurBhandari | Male | 73 | Maulaphant 9 |
| 5 | DurgaBhadurShahi | Male | 37 | Maulaphant 9 |
| 6 | GitBahadurPaija | Male | 49 | Maulaphant 9 |
| 7 | GobindaBahadurKhattri | Male | 51 | Maulaphant 9 |
| 8 | Shanti Sharma  Women Group representative | Female | 37 | Mauwaphant 9 |
| 9 | RabindraGarbuja (Ethnicity) | Male | 34 | Maulaphant 8 |
| 10 | TakBahadurB.k. (Dalit) | Male | 39 | Maulaphant 8 |
| 11 | Mash BahadurKhattri | Male | 55 | Maulaphant 8 |
| 12 | Kamala Sharma (women Group President) | Female | 28 | Maulaphant 8 |
| 13 | Roshan K.C. | Male | 24 | Maulaphant 8 |
| 14 | Pushpa Sharma | Female | 40 | Maulaphant 8 |
| 15 | SunaKhatri | Female | 36 | Maulaphant 8 |
| 16 | Sapanakarki | Female | 45 | Maulaphant 8 |
| 17 | ShambhuBhandari | Male | 58 | Maulaphant 8 |
| 18 | Shanti G.C. | Female | 22 | Maulaphant 8 |
| 19 | Cheli Pariyar | Female | 50 | Maulaphant 8 |

Source: Field Survey, 2013

**CHAPTER: THREE**

**LITERATURE REVIEW**

**3.1 Review of Related Literature**

Migrants can play the vital role in financial and technical assistance in local area of the host country by providing help in development activities and related policies through their participatory role within the country of origin (Neielsen, 2009).Local development bodies and NGOS help to mobilize the migrants collectively for co-development activities with them. The remittances provided by them is useful in local to local development project in country of origin Nielsen (2009), point out that remittances sent by Moroccan migrants being useful in the villages of the migrants origin with financial and logistical support for development projects. Basically, the development of infrastructures likes education, health and so on the migrants are playing the collective actors in development (Neilsen, 2009).

Migration transformed the family status in origin as well as migrant’s personal destiny. Migration play crucial multidimensional role in development of infrastructures in the country of origin in building their own village and community. Remittance is becoming the single most evidence and measuring stick to connect migrants with their society of origin (Sørensen, 2005).

Sørensen(2005) further explained that the gendered remittances contributed rightful shares in states through migration-development perspective, particularly for better health, nutrition and education for the whole family members and stronger and productive development of communities.

Sørensen (2005, pp.; 3), added that capitalization of migrant remittances as a resource help to reduce the gender asymmetries and biases existing in societies. Among the various types of remittances like monetary, inter and intra-national, individual and collective social remittances is crucial for transforming ideas, practices, knowledge, identities etc. flow from receiving end to sending end of communities of country which are transformed by both sexes through themselves as well as through technological instrument like phone, fax, internet or video(sørenseen,2005;p:5). Therefore the benefit of both monetary remittance and social remittance has potential contribution on economic social, cultural and political change in the place of origin. Besides this, the remittances send back to communities/village encourage the family members (more specifically women member) for enhancing their human capital through education, health, nutrition fulfillment as well as to increase their participation in community development works. Ultimately, their decision making role in family, community and society strengthen. The international remittances send by migrants from developed nation can potentially serve to uplift the socio-economical statues of developing nation (Sørensen 2005; p6).

Male migration led to greater female decision making power and remittances management in homeland chores in Ecuador. From this example we can exemplifies and can be testified same scenario or can see the picture of other developing countries.(Sørensen,2005;p:6) Sørensen2005) also mentioned about the negative consequences of foreign migration of family related issues like leading to family disintegration, spousal abandonment, separation, divorce, teenage pregnancy of daughters, children’s poor school performances, dropout from school/college, delinquency and child suicidal due to family separation as well as conspicuous consumption of remittances send by either male or female counterpart.

Golding,L. (2004) said that, family remittances(private transfers)help to build an intimate societies and tend to be used for fulfilling the livelihood cost and enhance to get the public services like health, education and social security. Remittances are such important and strategic resources that could solve the economic and social problems facing by native nation (sending nation),specially for family survival, socio-economic development, strengthening family kinship and community link, accumulating resources for home-oriented investment in education, skill upgrade ,health issues etc.(Sørensen,2005,p:9).

Social remittances are that things flow from receiving to sending countries which has several advantages like collectivity formation, social impacts upon origin and potential aid for community development as a positive profile (Levitt, 1998). Migrants exchanged some important features like normative structures, system of practice and social capital in between sending nation and receiving nation and ultimately these features affect the life in country of origin including their family, communities and even nation (Levitt, 1998, p.933).

Migrants (especially male counterpart) help to change the new notion of gender identity for his female counterpart through social remittances; she constructs new version of womanhood, romanticized her through immigrated ideas and practices by resulting the change in male-female relationship (Levitt, 1998, p: 934). Remittances play the catalyst role in sending –country communities through transforming the social life or social patterns of through/practice (Levitt, 1998, p: 937).

Hein de Hass (2012) explain about the connection between migration and development for reducing poverty and increasing the level of human capital in developing nation like Nepal. Bakewell (2012) viewed the link between migration and development; for improving people’s well-being through poverty alleviation as well as; it is the chief element of the household livelihood strategy.

Migration has taken as a vital issue in the twenty first century playing a greater role in economy, politics, society, culture and other concerned issues of relative country. The economic sector of Nepal is highly affected by increasing trend of migration. Its contribution to other allied sectors remains yet to be searched. The lack of basic information on migration like different forms, numbers of migrant's and their real size of remittances etc. has disturbed in clear understanding of migration evaluation in Nepal (Nepal Migration Year Book, 2010:I).

In Nepal, migration is becoming an important part of Nepalese livelihood pattern. It may be national or international, a large number of households now have migrating in order to achieve better life along with opportunities. Migration has significantly contributed to the household sector. Migration has many impacts in the family life including the entire development of the national economy. In addition, the flow of remittances sent by migrants has now ample contributed as much as in agriculture (Nepal Migration Year Book, 2010: II).

**3.2 Gender, Migration and Remittances**

Both gender and migration are debating issues in development discourse. It is not only in developed society but also in developing societies; both men and women migrate abroad for the sake of opportunities like education, economy, research and so forth. The existing trend shows that most of the male labour forces migrating abroad whereas women remains dependents in their home for caring child and involving in substance household activities and very few of women migrate for the sake of foreign job. But, now days, instead of being the passive actor of family life; women are also working abroad and sending remittances to the country, which seems to be challenged for the traditional concept of patriarchal assumption.

The 21st century is the age of globalization. Both men and women are involved to world-wide employment opportunities to alleviate poverty at local level particularly, in household sector through remittances. Medical science advanced the life of people in developed countries. The old aged people need care takers so the women from third world countries like Nepal are migrating towards that destination. Therefore, the women of developing countries have opportunities to such work as domestic helpers (Nepal Migration Year Book, 2010: 17).

Remittances are the best and crucial aspect of migration and development debate. The capital, monetary and social that migrants send back to their houses are used into different sectors like education, agriculture, health as well as to run small businesses. The remittances send by the labour migrants play the positive role helping to enhance the living standards of families and communities, enlarging human capital and empower into leading role at grass root levels (Ibid:18).

As the data mentioned in Nepal Migration Year Book, (2010:18)…..“the government received NRs 3813 million as remittance which is more than 23 percent contribution in the GDP. Officially, more than 80,000 Nepali women are engaged in work in 65 countries (excluding India) and sending home between's 9 billion and NRs 11 billion per year as remittances, which is about 10.7 percent of the total remittances entering the country. ........ A study conducted with 86 migrant women workers showed that 45 percent used their remittances exclusively on the provision of basic needs, schooling for children and medical care for family members. Another 23 percent used the money for construction of houses and buying land or jewelries”.

According to gender perspective, there are two clear cut implications of migration on gender. Firstly, women migrant workers are more vulnerable than men because of the security issues in stages of migration. Secondly, in absence of male counterpart, women’s responsibility becomes vital in household chore, child care and agriculture work (Ibid: 19).

**3.3 Statistics of Migration and Remittances**

The NLFS II (Nepal Life Standard Survey) estimated that about 33 percent of the enumerated population (all ages) had migrated to their current location either from another VDC or municipality in Nepal or from outside the country. The rate of lifetime migration (all ages) was higher for females (44 percent overall, with 88percent of female migrants from within Nepal and 12 percent from outside Nepal) compared with males (21 percent overall, with 85 percent of male migrants from within Nepal and 15percent from outside Nepal).Most movement was from rural areas of Nepal (80 percent of the migrants) with only 7 percent of migrants coming from urban areas and 13 percent from abroad. For life time migrants now in urban areas 77 percent had moved from rural areas, 13 percent had moved from other urban areas and 11 percent had arrived from outside Nepal. Migration arises from a combination of reasons. In NLFS II, most (48 percent) lifetime migrants, all ages, said that “marriage” was the main reason for their movement. Other reasons given were “other family reason” (30percent and “easier life style” 8 percent. For the population aged 5 years and above, about 37 percent were found to have migrated.

The proportion of households receiving a remittance (from either an absentee or from another person) was 30 percent of all enumerated households. The average amount received over all households in the last 12 months was 19,721 NRs. Most remittance incomes were received from outside Nepal (including India, Malaysia, Saudi Arabia, and Qatar) with 82.9 percent of all remittance income (absentees and others combined) coming from outside. The share of remittance received from abroad is the highest from Qatar (21.3 percent) and 19.2 percent,14.9 percent, 13.4 percent 2.2 percent 29 percent respectively from Malaysia, Saudi Arabia, India, United Kingdom and other countries. The survey collected data on the District from which the remittance was sent but this is insufficient to distinguish remittances from urban and from rural areas. Overall, total amount of remittance received is more than 95 billion NRs. while per capita remittance for the entire country is 4042 NRs (Quoted from Nepal Labour Survey Report, 2008: 165).

Table: 5 **Summary statistics**

|  |  |
| --- | --- |
| *Description* | *Nepal Labour Force*  *Survey 2008* |
| *Percentage of households receiving a remittance:*  *from either absentee or other* | *30.0* |
| *Percentage of households receiving a remittance from abroad:*  *from either absentee or other* | *23* |
| *Average remittance received in the last 12 months (total) by households*  *receiving remittance (NRs)* | *65,755* |
| *From within Nepal* | *28,976* |
| *From outside Nepal* | *80,462* |
| *Average remittance received in the last 12 months (total) over all*  *households (NRs)* | *19,721* |
| *From within Nepal* | *3,366* |
| *From outside Nepal* | *16,355* |
| *Share of amount of remittances received by household:*  *From within Nepal* | *16.8* |
| *From outside Nepal* | *83.2* |
| *Total* | *100.0* |
| *Share of amount of remittances received by household from outside Nepal* | *100.0* |
| *From India* | *13.4* |
| *From Malaysia* | *19.2* |
| *From Saudi Arabia* | *14.9* |
| *From Qatar* | *21.3* |
| *From United Kingdom* | *2.2* |
| *From other countries* | *29.0* |
| *Per capita remittance amount for all Nepal (nominal NRs.)* | *40,42* |

*Source: NLFS, 2008*

*Note: Nominal Rupees are values in current prices without adjustment for price changes over the period.*

**3.4 Women Empowerment, Education and Remittances**

Women empowerment is the key word in development discourse. It is a process of transforming power, ability, capacity and confidence of women in society. It builds women’s capacity to gain personal, institutional, economic, political and social strength to improve their lifestyle. Women empowerment is taken as a three dimensional process of economic, social and political reinforcement. Generally, women have fewer opportunities, lower socio-economic status and less power and influence than that of men. Majority of women in the world have to face harder work problems as compared to men to secure their sustainable livelihoods. Women generally, have less access to education, health, income, assets and productive resources. They have a secondary and inferior position in society.

It also focuses on enhancing the various capabilities of the excluded groups including women – a process *"from below"* while inclusive policies *"from above"* creating sound environment at the systems level for the excluded groups to enjoy their rights (UNDP, 2006:270).

The educational status of women is still far behind men. Men literacy among 6 and above age group reached 75.1 percent in 2011 from 65.05 percent in 2001,similarly women literacy rate among this age group has been increased from 42.3 percent in 2001 to 57.4 percent in 2011(CBS, 2012).

Women are facing much discrimination in access to quality education because of patriarchal social structure. It is because of the orthodoxy tradition of early marriage for daughter, preference of son and others religious belief. In the same way social compulsion of marriage and expectation of societies are major impediments to women’s advancement in education. Whatsoever, remittance plays a major role to reduce unequal access of women in education owing to the social awareness and empowerment. Although men education has somewhat helped increase women schooling as educated grooms so society has to moved towards the investment on women education(NRB,2006:57) .

**3.5 Theoretical Review**

The contemporary literature provides other good examples. We know that immigrants have been coming by the tens of thousands during the last decades and that the destinations of many are the core of large cities. These are the very areas that have been undergoing a rapid process of de-industrialization, shedding thousands of jobs. Why should job-seeking immigrants want to go there? Why indeed should the flow continue at all in the absence of such opportunities? Saskia Sassen focused on that particular puzzle, and her analysis yielded the concepts of a "degraded manufacturing sector" and increasing service sector demand in "global cities" which have proven useful for the analysis of immigrant employment and adaptation in recent years (Sassen, 1989, 1991).

Theoretical breakthroughs do not arise out of additional data, but arises out of the ability to reconstitute a perceptual field identifying connections not previously seen. Such insights require that we gain some distance from reality in order to identify patterns lost at close range. For theory, more is not necessarily better, since an avalanche of empirical content can make the task of working out solutions more difficult at some level of general liability.

Philosophers of science such as Ernest Nagel (1961) are content to label isolated theoretical propositions "theories". I would prefer to reserve the label for those interrelated set of propositions that not only travel in the sense of being applicable to different spatial and temporal contexts, but that also tell a coherent story about certain finite aspects of reality. For all its empirical shortcomings, the "canonical" statement of assimilation developed by Gordon (1964) and summarized by Alba and Nee (1997) exemplifies such a theory. With the help of a few auxiliary assumptions, we can formalize it into a series of logically interrelated causal propositions about the trajectory/trajectories that immigrants are expected to follow after their initial settlement.

Transnational social field is the last term to conceptualize migration within a world societal framework that will be presented. Migration in many cases did not go along with a radical break of the migrants' social relationships to their country of origin. Instead, many migrants continued to be active participants in their families, localities and countries of origin. It was observed that migrants sent regular remittances, came for visits, participated in family rituals, followed country of origin related media, communicated extensively with relatives and friends in the sending countries, were involved in cross-border businesses or development projects and participated in the political affairs of their countries of origin(Nieswand, Boris,2011:31).

To a great extent the growing migration pressure from Ghana was absorbed by Nigeria, which profited from the oil boom of the mid-1970s and invested extensively in infrastructure, medical care and education (Brydon, 1985:565). If remittances are taken as an indicator of the economic success of migrants in the receiving areas, the outcomes of the study of the Ghana Statistical service (Twum-Baah, Nabila and Aryee 1995a:194-95) support the hypothesis that particularly medium types of education were devalued; 24.2 percent of the 297 internal migrants with a junior secondary school (Nieswand, Boris,2011:64).

The flows of remittances capital increasingly have macroeconomic implication for the balance of payment status of home countries, as status that, conceived as such, becomes the object of both international lenders'(e.g. , the international monetary Fund) and government policies. For instance, Nepalese remittances from abroad accounted for and estimated 13% of the gross national product of Nepal in 1996 to 1997 (Seddon et al., 2002:36).

When talking about migration processes, education is major incentive to leave one’s home and this phenomenon is on the rise. Whether it is the hope of a better education for their children in terai (plane region) or in Kathmandu (Aubriot) or for the migrants themselves abroad (Adhikari,2004), It would appear that attempts to improve one’s standard of education reflect a change in Nepalese society, undoubtedly linked to the spread of middle class values. As shown by Adhikari (2004), education can be used as a reason to travel and work abroad, with private education institutes thus taking a share of the manpower agencies business. Ghimire adds that access to a better education is definitely a reason for forced migrants to stay in urban areas, thus thwarting government plans for return to the villages (Brusle, T., 2010: 17). Remittances from all these migrants support the notion that Nepal is undergoing a transition from an agricultural society to one based on labor migration, as encompassed by the term “remittance economy” (Seddonet al. 2001, Quoted from Graner Elvira, 2010:24).

**3.5.1 Push-Pull Framework of Migration**

Migration is a selective process affecting individuals with certain economic, social and educational and demographic characteristics and therefore the relative influence of these factors may vary from country to country. In the mid-sixties, Lee (1966) put forward four factors in the migration process:

* Factors associated with the area of origin
* Factors associated with the area of destination
* Intervening obstacles and
* Personal factors.

These factors act for the decision to migrate. Based on these factors, Lee has developed nineteen hypothesis of migration, which is explained under three heads. They are (I) Volume of migration, (II) Streams and Counter streams and (III) Characteristics of migrants. Lee considers migration as a permanent or semi-permanent change of residence with no restrictions on the distance involved in the movement.

**Volume of Migration:** It comprises the six hypotheses:

* The volume of migration within a given territory varies with the diversity of area included. High degree of diversity among areas should result in high level of migration.
* The volume of migration varies with the diversity of people.
* The volume of migration is related to the difficulty of surrounding the intervening obstacles.
* The volume of migration varies with fluctuations in economy.
* Unless several checks are imposed , both volume and rate of migration tend to increase with time
* The volume and rate of migration vary with the state of program in country of area.

**Streams and counter streams:** Lee mentioned six hypotheses dealing with streams and counter streams, which are listed here under:

* Migration tends to take place largely within well-defined streams.
* For every migration stream a counter stream develops.
* The efficiency of stream is high if the major facts in the development of migration stream were push factors and origin. The push factors are more compelling than the attraction of pull factors.
* The efficiency of streams and counter streams tends to blow of origin and destination is similar.
* The efficiency of migration stream will be high if the intervening obstacles are great.
* The efficiency of migration steams varies with economic conditions, being high in prosperous times and low in times of depression.

**Characteristics of Migrants:** Under this section, Lee postulated seven hypotheses which are given below:

* Migration is selective. Not all people can move. It is termed as positive when the selection is for high quality migrants and it is termed as negative when it is opposite.
* Migration responding primarily to push factors at destination tends to be positively selective.
* Migrant's responding primarily to push factors at origin tend to be negatively selective.
* Taking all migrants together, selection tends to be bimodal.
* The degree of positive selection increases with the difficulty of intervening obstacles. Such obstacles weed out some of the weak and incapable migrants.
* The prosperity to migrate is high at certain stage of the lifecycle. Thus, the migrants are age specific.
* The characteristics of migrants tend to be intermediate between the characteristics of the population at origin and the population at destination.

**3.5.2 Migration System Theory**

Mabogunje (1970), the founder of migration theory, defined a migration system as a set of places liked by flows and counter flows of people, goods services and information which tend to facilitate exchange, including migration between places. Borrowing from general system theory, he focused on the role of information flow and deed back mechanisms in shaping migration system. The fundamental assumption of this theory is that migration alters the social, cultural, economic and institutional conditions at both the sending and receiving ends-that is the entire developmental space within which migration processes operate (Hass, 2008:21). Migration system theory restructures the entire societal-re developmental-contend of the concrete spaces in which migration takes place; both at the receiving and sending end (Ibid, 2008:21). It draws a two–way, reciprocal and dynamic link between migration and development and therefore seems particularly relevant for elaborating a theoretical framework, which puts migration, is a broader development perspective (Ibid; 2008:21).

International migration systems consists of countries-rather places within different countries- that exchange relatively large number of migrants, and are also characterized by feedback mechanisms that comment-the movement of people between particulars countries areas, and even cities to the concomitant- flow of goods, capital (remittances), ideas and information (Fawcett, 1989; Gurak and Caces, 1992, Cite from Has, 2008:21).

The migration systems theories primarily focus on the factors that cause, shape and perpetuate migration. In particular migration system theory is useful in describing and modeling processes of spatial geographical structuring of migration patterns, and as a spatial-temporal model, it can be integrated within the dynamic transitional models of migration development interconnections(Has 2008:23).

**3.5.3 Relevancy of Choosing Theories**

This study utilizes and applies Push and Pull migration theory (Lee’s Model) and migration system theory. The reason behind to select Lee’s model of migration with regard to this thesis study is that Push factors of migration has influential role in place of origin. Such factors include poverty, lack of productivity of land, infrastructural problems, etc. Similarly Pull factors also play vital role to leave the place of origin such as influence of relatives in abroad, friends, global opportunity and market, attraction towards new technology and invention etc. The relevancy of Push and Pull factors described in Lee’s Model are contextual with the push-pull factors of job migration in the study area.

Migration process does not occur in vacuum. It is highly not only guided by economic factors but also social, cultural and institutional factors. Besides, the social mobility is affected by global environment and may provide the big push for the migrants. The migration system theory focuses on social issues like education, skill, knowledge, etc. which frequently occurs in system and migration process. System theory deals with both the micro-level and macro-level migratory pattern within nation and among nations. The macro level migration in mostly related with international system. This theory also closes with world system theory and shares the ideas that migration connects the peripheral zone of developing nation with core zone of developed nation. The receiving end is changed by knowledge, experiences, goods, capitals, services, remittances and soon brought from the sending end in migratory system. Based on the above mentioned reasons, this thesis study is relevant with migration system theory.

**3.5.4 Critical Appraisal of the Theories**

**Critique of Push-Pull Framework**

Push-pull model is largely similar to neo-classical micro model in migration literature and remained dominant migratory model because it is based on individual choice. Basically, this model includes the conceptual factors like environment, demography, economy, etc. in migration decisions. The main pushing and pulling forces are: I) over population and its pressure on natural and agricultural resources results to push people out from place of origin and ii) better economies attracting people towards cities and industrialized nations. Therefore, this model is applicable migration decision making process especially labour migration in domestic as well as international sphere.

But this push-pull framework of migration comprises many types of critics for its low analytical use and more descriptive nature due to different factors associated within it. Push-pull model shows the adhoc explanation forming a rather ambiguous depository of migration determinants (Haas, 2008:9). Beside this model don’t give relative weights for role and importance of determinants affecting migration decisions. Another critic on this model is that it remains silent regarding heterogeneity and stratification of society in place of origin. Hein De Hass further explained about the possesses fundamental weakness of mirroring between push and pull factor like migrants are attracted to developed world because of high wage ‘pull’ is implicitly or explicitly low wage ‘push’ in sending end (Haas,2008:9).

As migration being a social process, people don't only move towards ' better environment' or 'low population density' rather expect to move for satisfying him or her i.e. migrants seems to be moved from area of low 'population density' with no or less degraded area toward 'environmentally degraded' area having 'high population pressure' like cities, towns, better agricultural zone because these area provides better socio-economic opportunities such as freedom, education, health, safety, wage labour, entrepreneurial activities(Haas,2008:10).

The aspirations, interest, choice etc. are ignored in push-pull model of migration, which are sometime essential for migration decision, for instance the increased wealth with improved education, media exposure and confrontation with economically sound people may increase the feeding of deprivation and results higher aspiration level, which ultimately increased migration.

Likewise, push-pull model of migration can be criticized for it’s over emphasis or cost-benefit calculation without concerning structural constraints, which play the vital role to create unequal access to means and resources. As well the historical structuralisms opposed the view of equilibrium tendency of push-pull model as a functionalist-gravity model.

Cross et.al (1998) criticized that push-pull model and its interpretation does not explain how migrant perceive their worlds and relate to their kin, friends and community. Lee model remain silent to explain return migration, simultaneous happening of immigration and migration from and to the same area, effects of migration and structural change at origin and destination due to migration, i.e., this model seems "static" and only focus on external factors that induce migration (Haas,2008:11) Transitional migration theory, an attempts made by different geographers, demographers, sociologists, anthropologists and economists also criticized the Lee model of push-pull migration as being inconsistent with complex empirically observed migration pattern and unable to give value for migrant's perception, agency and aspirations.

**Critics of Migration System Theory**

Migration system theory is closely linked with network theory or chain theory of migration and assumes that migration changes socio-cultural, economic and institutional conditions at sending end and receiving end (Haas, 2008:21). The network migration theory centered on role of personal relation between non-migrants and migrants and social capital transformation whereas migration system theory stressed that migration not only affect and affected by social environment of migrants but also restructures the social context in which migration takes place both at sending end and receiving end (Haas, 2008:21).

Although migration system theory has both reciprocal and dynamic linkage between migration and development but it has criticized variously for its limitation (Haas, 2008:21). Levitt (1998) analyzed the negative consequences of social remittances on receiving end like effects on feeling, perceptions etc. leading into intra community inequality and feeling of deprivation on non-migrants. In the post 1960's, most of structuralist and neo-marxist or dependency theorist criticized migration as a negative process contributed the condition of underdevelopment in sending society. They also argued that capitalism related constraints are problematic in developing countries. The uncontrolled depletion of manpower, from third world nation, loss of healthy, young, dynamic manpower results the negative consequences on developing nation. The brain-drain issue is challenging and influential problems for underdeveloped nation for national development. As dependency theorist A.G. Frank (1969) said that migration increases the spatial, regional, socio-cultural, inter-personal disparities resulting consumerist and dependent mentality among non-migrants of family and community. Similarly, structural theorist perceived that migration serve the cheap labour force towards receiving ends resulting pauperized condition, which further increase out-migration. That's why the migration process structured the asymmetric growth in developing world. The condition of instability, intervention development of underdevelopment was created in sending end by exploitative relationship between sending end and receiving end. The local production decreased in one hand and poverty, inequality and conspicuous consumption increased, on the other hand in developing world. Haas (1998) criticized that out migration results the loss of community solidarity by breaking the traditional role of social institutions and organization in sending end. Therefore, migration process brought the a lot of negative consequences in sending end like inequality increase, passive dependency on remittances, loss of human and physical capital, increased consumerist behavior of imported goods, decreased local production resulting poverty among non-migration as a result the condition of underdevelopment and dependent mentality among the people of sending world was increased instead of positive insight of migration system theorist.

**3.6 Conceptual framework of Labor Migration and Remittances pattern in Society.**

This study is directed towards identifying the implication of remittances on women education in Nepal. I have presented some analytical view on labour migration and remittances and its cause-effect relationship with regards to women education in the study area. Putting alternatively, this study has explored the socio-economic consequences of remittances on household, community and entire nation of receiving end. The conceptual framework of this study is shown below.

Monetary remittances

Causes∕ Factors

* Privatization, Liberalization and globalization
* Social mobility and movement
* Information technology
* Poverty, Unemployment and Low income
* Political instability
* Geographical constraints etc.

Labour Migration

Consequences ∕Impacts

Flow of Remittances

(Individual and collective)

Social remittances

* Opinions
* Knowledge
* Ideas
* Skills
* Experiences
* Technology etc.

Flow of Money

* Brain-drain
* Shortage of labor force
* Miss use of local resources
* Dependency
* Low productivity
* Social inequality
* Family disintegration
* Economic growth and development
* Social reform and higher literacy
* Political stability
* Higher moral values
* Global partnership
* Global hierarchy
* Increase women respect and human rights

**Conceptual framework of Labor Migration and Remittances pattern in Society.**

**CHAPTER: FOUR**

**DATA ANALYSIS AND INTERPRETATION**

**4.1 Introduction to the Study Area**

Myagdi District, a part of [Dhaulagiri Zone](http://en.wikipedia.org/wiki/Dhawalagiri_Zone), is one of the seventy-five [districts](http://en.wikipedia.org/wiki/Districts_of_Nepal) of [Nepal](http://en.wikipedia.org/wiki/Nepal) which is a [landlocked](http://en.wikipedia.org/wiki/Landlocked) country in [South Asia](http://en.wikipedia.org/wiki/South_Asia). The Myagdi has its district headquarters at [Beni](http://en.wikipedia.org/wiki/Beni,_Dhawalagiri) and covers an area of 2,297 square km, had a population of 113,641, (Male: 51395, Female: 62246) having 49/km2 density in 2011 A.D. It lies between 280 34'.17" North latitude and 83056'.66" East longitude.



Fig: Village site of the study area

The selected study area, Rakhupiple is a [village development committee](http://en.wikipedia.org/wiki/Village_development_committee) in [Myagdi District](http://en.wikipedia.org/wiki/Myagdi_District) in the [Dhawalagiri Zone](http://en.wikipedia.org/wiki/Dhawalagiri_Zone) of western-central [Nepal](http://en.wikipedia.org/wiki/Nepal). In [2011, Nepal had a census](http://en.wikipedia.org/wiki/1991_Nepal_census) and the village had a population of 3936 people living in 1015 individual households. The male and female population composition of this VDC was 1739 and 2217 respectively in 2011(CBS, 2011). The selected study area of this research is Ward No. 8 and 9 called Mauwaphant of this VDC which comprises 391 male and 484 female populations respectively (CBS, 2011). The distribution of population is heterogeneous. Different physical, social and economic elements have affected the distribution of population, which reveals uneven density.

Topographically, this area has been divided into two types of landform; river basin and hill. Most of the part is covered by hilly area. Generally, climatic condition of this area is sub-tropical monsoon climate. Three seasons are realized within a year. Summer season starts from March and ends in July, rainy season starts from July and ends in September and winter season starts from November and ends in February in each year.

As mentioned in village profile (2012) of Rakhupiple Village Development Committee, people of different communities and castes live here. Out of the total population, 60 percent people are of so-called upper group *(Brahmans, Chetri, Thakuri),* 25 percent people are from ethnic group *(Magar, Gharti)* and 15 percent people are from Dalit group the so called lower castes in societies *(Bishworkarma, Damai, Sarki).*

The settlement pattern is scattered. There are mainly two types of houses, traditional (made of mud, stone, wood and zinc plate) and modern (made of cement, stone, zinc plate and blocks). Mud, stone, wood, zinc plate, cement, and blocks are commonly used as building materials. The rectangular shaped houses can be seen everywhere in the study area (Field Survey, 2013).

The existing socio-economic status of the respondents seemed not satisfactory before the migration. Owing to less productivity of land, limited arable land, marginal land, subsistence farming system, superstitions, untouchability among the caste/ethnic groups, less social overhead capitals, less number of government services, lack of entrepreneur activities, indebtedness, low educational status among the respondents etc. were the major push factors reported in my study.

**4.2 Size of Household**

Family is a social institution. It is a group of people united by the ties of marriage, blood constitution or single household, interacting and communicating with each other. Under the study area, mainly there are two type of family, i.e., nuclear and joint family. Most of the people have adopted nuclear family rather than joint and extended family. Household size is the number of members in a household. The average household size in the country is 4.9. In other words, a household contains about 5 persons on the average (NLSS, 2011). The household size of the Maygdi district is 4.09. In the study area, (Ward No. 8 and 9 of the Rakhupiple) there are 158 households. Among them, most of the households live as nuclear families. Out of 158 household I have taken 19 household as a sample for study. The household size of the respondents in study area can be shown in the following table.

Table: 6 **HouseholdSize of the Study Area**

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents No.** | **Population** | | **Total** |
| **Male** | **Female** |
| 1. | 2 | 4 | 6 |
| 2. | 4 | 2 | 6 |
| 3. | 4 | 5 | 9 |
| 4. | 3 | 3 | 6 |
| 5. | 4 | 3 | 7 |
| 6. | 2 | 4 | 6 |
| 7. | 2 | 2 | 4 |
| 8. | 1 | 5 | 6 |
| 9. | 2 | 3 | 5 |
| 10. | 3 | 2 | 5 |
| 11. | 5 | 6 | 11 |
| 12. | 2 | 2 | 4 |
| 13. | 5 | 4 | 9 |
| 14. | 2 | 3 | 5 |
| 15. | 3 | 2 | 5 |
| 16. | 3 | 4 | 7 |
| 17. | 4 | 4 | 8 |
| 18. | 1 | 2 | 3 |
| 19. | 1 | 1 | 2 |
| Total | 53 | 61 | 114 |

Source: Field Survey, 2013

According to above table, approximately 22 percent of the households comprise Joint family (Respondent no. 3, 11, 13 and 17 are still stayed in joint family) whereas remaining 78 percent household belonged nuclear family. The household size of respondent number 19 is lowest in the study area with 2 family members and highest in respondent number 11 with 11 members in the family.

**4.3Population Composition by Different Age Groups**

Population composition is the structural arrangement of different tendency of demography such as male, female, child, caste, religion, occupational status etc. It shows the number of male and female with their age groups in the given size of population in a given area within the particular time period. The following table reveals the age and sex composition of the study area.

**Table: 7 Population Compositions of Sampled Households**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age group ( in Year)** | **Male** | **Percent** | **Female** | **Percent** | **Total** | **Percent** |
| 0-14 | 19 | 35.84 | 21 | 34.42 | 40 | 35.08 |
| 15-59 | 26 | 49.05 | 35 | 57.37 | 61 | 53.50 |
| 60 and above | 8 | 15.11 | 5 | 8.21 | 13 | 11.42 |
| Total | 53 | 100 | 61 | 100 | 114 | 100 |

Source: Field Survey, 2013

Out of the total sample population, 35.08 percent are below 14 years and 53.50 percent are between 15-59 years. Since those groups below 14 years, they are mostly dependent on their parents. Similarly, 11.42 percent have the age of 60 and above which is also known as dependent population because they mostly depend on active people for their livelihood. The economically active population (15-59 years) accounts for 53.50 percent, which is largest portion of the total population in the study area. People of this age group can earn their livelihood themselves and support other dependent (46.50 percent) people. The composition of economically active population is high in the study area which determines the higher tendency to labour migration. As a result the research concluded that the flow of remittance is higher.

**4.4 Educational Status of Respondent Households**

Education is source of knowledge. It makes us qualified as well as polite. It creates opportunities. Education is the third eye of human beings. It is a lifelong process by which people can improve their social status and standard of living. Socio-economic and human development of the society is determined by educational status of people. Educational status is measured for the three groups. The following table shows the educational status of respondents in the study area.

Table: 8 **Educational Status of the Sampled Households**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Particulars** | **Male** | **Percent** | **Female** | **Percent** | **Total** | **Percent** |
| Can Read and Write | 42 | 79.24 | 39 | 63.93 | 81 | 71.05 |
| Can Read Only | 2 | 3.77 | 2 | 3.27 | 4 | 3.50 |
| Can't Read and Write | 9 | 16.98 | 20 | 32.78 | 29 | 25.45 |
| Total | 53 | 100 | 61 | 100 | 114 | 100 |

Source: Field Survey, 2013

The above table shows that 63.93 percent female and 79.24 percent male can read and write. In the same way 32.78 percent female and 16.98 percent male can't read and write. This figures show that more amount of remittance is used in case of male education than that of female. In the study area, because of the access to schools and other educational programs there is good condition for high educational status which is better than national average. According to the census 2011, the literacy rate of Nepal was 65.9 percent whereas the literacy status of the study area is approximately 75 percent.

*As a women group president, I have seen lots of changes in the society due to remittance. For example educational changes, increase in women’s capacity, etc, it helps to increase women empowerment, way of living style, housing and land purchases.*

*When people start to receive remittance, village has changed its skin. Peoples are aware that foreign income cannot last forever. So, they need to invest it in right sector to turn it into future regular earnings. Peoples are considering about educational investment and invest in children’s education. For me women education is vital to change overall life standard of people. If we invest in to girl’s education, they don’t need to be dependent on anybody. There will not be any domestic violence in the society. Intellectual property cannot be destroyed. If we educate our daughters, they will be capable to handle any problem they face in their life. If women are well educated, all family members can be delighted from their education. Remittance plays positive role in to women education as well as in the entire education system.*

*In our society, even in my family there is a trend to enroll girls in to government school and son in to private school but I have challenged this culture. It’s a very bad culture that we cannot come out from closed circle. Since people started to migrate to other countries for employment, it has brought positive changes. I have enrolled my two daughter in private school in district headquarter and son is studying in to local village school. I strongly advocate for the women education (Respondent No. 8).*

Both social and economic status of the respondents was changed due to the remittance especially monetary remittance rather than social because most of the migrants are from Gulf States so it was not that much positive feedback from respondent about social remittance from their fellow family member. They knew to mobilize the achieved resources (money, skill, knowledge, ideas, technology, opinions, experiences etc) from migrant in the productive sectors. As said by the above respondent no. 8, was relevant to the chosen theory in this research study. The pulling factors of migration revitalized the people's living standard.

**4.5 Enrollment Pattern of Students in Schools/ Colleges**

Educational institutions are the precious medium to provide education. Such institutions may be differing in terms of nature of investment and ownership. Generally, there are two types of educational institutions viz, private and government. It is assumed that private schools/ colleges teach in English medium and are more expensive, whereas government schools/ colleges teach in *Devnagari (*Nepali Mother Language*)* medium, which is cheaper than private in terms of expenses. The enrollment pattern of students in schools/colleges in the study area can be presented in the table below.

Table: 9 **Enrollment pattern in school/colleges**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nature of schools/Colleges** | **Male** | **Percent** | **Female** | **Percent** | **Total** | **Percent** |
| Private | 16 | 57.14 | 10 | 31.25 | 26 | 43.33 |
| Government | 12 | 48.86 | 22 | 68.75 | 34 | 56.67 |
| Total | 28 | 100 | 32 | 100 | 60 | 100 |

Source: Field Survey 2013

According to the above table, 60 students among the sampled 19 households were enrolled in schools/colleges. It is found in the study area that out of 60 students, 26 (43.33 Percent) were studied in private schools/colleges and remaining 34 (56.67 Percent) were enrolled in government. This figures show that the remittances are used in other heads likes land purchase, buying luxurious goods (Gold, Silver, Television, and Mobile etc.), health and sanitation and others than that of education.



Fig: Student playing within the school premises.

Whatever money my husband is sending, I am investing it on my children education. I also spend it on other household expenses. Roughly 35% of our income goes to children education that also mainly my son’s education because he is in expensive private school (Boarding’, the colloquial term for English medium, private schools ) then my 3 other girls. I am spending 7000 Rs per month for my son education and roughly Rs1500 for my other daughter (Respondent No. 1).

While I was working for Indian Army, the money I had sent to Nepal was spent to purchase land, house and for my son’s education. But, I came back to Nepal after retirement and my son left for foreign employment. Whatever money my son sends to us is being spent on his one brother, one sister, and one son and daughters education. About 35 to 40% of his income is being invested in education (Respondent No.3).

Most of money has been invested in education. I have purchased land to build house in Kathmandu and I have purchased one commercial house in Kathmandu. From that house, I am getting regular income to run my daily life as well as to educational expenses for my son and daughter. Part of the earnings has been invested on the manpower agency in Kathmandu and rest went to family kinship (Respondent No.5).

Based on the above mentioned views of respondents, I have concluded that migration system theory and information gathered could be seen relevant to one another. It is because that migration system theory was related with development of social wellbeing.

Similarly, the above table shows that the number of female student enrollment in government schools/colleges is more than that of private in comparison to male students. i.e., 68.75 percent female students and 48.86 percent male students are studying in government schools/colleges whereas, the number of female students in private schools/colleges is lesser than that of male students i.e. 31.25 percent female students and 57.14 percent male students are studying in private schools/colleges. This information shows that respondents gave less priority for female in educational attainment than male counterpart.

……My all daughters are studying in governmental school but my son is studying in private Boarding school. *(Boarding’, the colloquial term for English medium, private schools (Respondent no.1).*

*Daughters are studying in to government school and son is in private school (Respondent No.15).*

The amount invested on education differs with respect to gender. Due to the existing socio-cultural setting parents showed personal bias in terms of educational investment.

Some of the respondents viewed opposite perception regarding above mentioned facts i.e. they sent their daughter in private schools/colleges and son sent in government schools/colleges.

*My son studied in a government school. My daughter has taken her first three years education in private school. After that, she has been studying in government school (Respondent No. 4).*

*My son is studying in a government school in this village but my two daughters are studying at a private school in district headquarters (Respondent No. 8).*

*My daughter-in-law and youngest son are studying in government school while my two daughters are studying at a Private boarding school in Headquarter of our district (Respondent No. 17).*

Based on the above mentioned opinions of the respondents, it is found that the level of understanding from gender perspective of development was widening among the parents, which is equivalent to migration nexus development.

**4.6 Problems of Getting Education in Sampled Households**

There are number of problems for getting the quality education in the research area. There was no single but multiple challenges for achieving the required education. Inability to develop school infrastructure in accordance with standard norms is a major problem in study area. The effective management of teachers and to link education with production, employment and practice are also the vital problems of the study area. However, the respondents showed several kinds of problems to continue their children education. Some of the major problems raised by the respondents are as follows:

* Not appropriate national literacy programs.
* Lack of inclusive educational systems as per expectation.
* Lack of proper coordination between private and government mechanism.
* Lack of child friendly environment.
* Extreme poverty, unemployment and superstition.
* Lack of sustainable and long term resource for making secondary education progressively free.
* Lack of access of local people to technical and vocational education.
* Political intervention and weak management of higher education.

*I have faced lots of problems to continue my daughter’s education like poverty, landlessness, fewer wages, and socio-cultural constraints regarding so called lower caste, etc. These all barrier pushed us to leave daughter’s education (Respondent No. 19).*

*I am comfortable to run my house now but I still lack money to enroll my daughter in a private School but I will provide them education according to my capacity (Respondent No. 15).*

I have decided to enroll my son in a private school and my daughter in a government school due to lack of money as I have to depend only on my husband’s income. What would be the consequences if my husband would not be able to make any money? I am afraid to enroll my daughter in boarding school (Respondent No. 1).

*Until now our grandchildren are studying in governmental school. We have not enough money to enroll them in to expensive private school. We are still in debt so we would like to pay off them first. I am thinking first to payoff then education for my grandchildren. May be we are spending on them 20% of our total income* (Respondent N. 2).

*I would like to educate them according to my capacity but I am still lacking money to fulfill their wish. Nevertheless, I have tried to give them education in better educational institutions but for that my daughters, sons and grand children should have motivation and determination for their education* (Respondent N. 3).



*Fig: Geographical Setting of the Study area.*

The opinions given by the respondents were related with push factors of migration. The existing socio-economic status of the respondents like poverty, discrimination, less productivity of land, subsistence farming system, superstitions, untouchability among the caste/ethnic groups, lack of entrepreneur activities, indebtedness etc. were the major push factors reported in my study.

However, the chief opportunities of this sector are increasing concern of parents about quality of education, and significant growth of private sector investment and become the partners of development activities in coordinated manners etc. are also the positive chances. Based on the present situation, society has demanded national and international markets by ensuring inclusive, equitable and quality education and making use of available opportunities.

**4.7 Role of Women in Household Decision Making Process**

Decision making process is itself a vital role in family. Decision-making is important matter in educational sector and sustainable mobilization of family resources in other sectors like animal husbandry management, land purchase, marketing and so on. Decisions pointed out shows that the future activities regarding their children’s educational achievement is crucial in the family. The view of the respondents regarding this has been given in the following table.

Table: 10 **Respondents' perception in decision making process**

|  |  |  |
| --- | --- | --- |
| **Decision** | **Households** | **Per cent** |
| Men | 12 | 63.16 |
| Women | 7 | 36.84 |
| Total | 19 | 100.00 |

Source: Field Survey, 2013

As seen in the above table, the fact is that the major decisions are verified by men in 12 households which consist 63.16 per cent of total household decision. While only 7 household (36.84 Percent) decision are made by women in respective sector. In my research area, educational decisions especially, children enrollment in both private and government schools/colleges are headed by men. This shows that the women decision in respective sectors are low as compared to men. The important reason behind this was patriarchal social structure since time immemorial.

I am the one who decide to enroll my kids where and how I should do it but in fact I regularly consult with my husband as he is the main source of income in my family (Respondent No. 1).

I am uneducated women and take all decision in the family. But I consult with husband regarding the decision for children’s education as well as other decision (Respondent No15).

*I make the decision myself because my husband suggests deciding by myself whatever issues are encountered in the family. Yes, I consulted with my husband to join my child toa private school*(Respondent No. 16).

*My husband decided at that time. No, whatever my husband tells, that is valid in family (Respondent No. 19).*

Contrary of above discussion, some women respondents viewed that they have taken major decision in family including all sectors. Such decisions are made by them in absence of their male counterpart.

*Collective decision is applicable but if any women member in our family has better idea, then they are free to take any decision(Respondent No. 3)*.

*My wife does most of the decision. She was the one who managed all the financial and family activities(Respondent No. 5)*.

As per the above mentioned views I may conclude that both partner of the households played significant role in decision making process. Gradually, women were also taking part in household decision. This is the result of migration system and development. Increased decision making process among the women group was affected not only by the existing situation of the society but also by the remittances. Most of the immigrant’s who are in Gulf or returned from Gulf depicted Muslim community as being very cruel over the women. This type of observation was reflected oppositely in Nepal and Nepalese women. As being dominated by Hindu religion women were prayed as a famine power which is also relevant in study area.

**4.8 Female ownership on Fixed Assets**

Nepal is male dominated society. All the decisions and responsibilities were taken by male in family. The major properties of household are owned by male members of the family owing to patriarchal nature of family structure. The succession of property is handed over male lineage in most part of Nepalese society. But it is not true in all cases. In Nepal, constitutionally and legally the government provides equal chances to both son and daughter for enjoying the property in family. The data given by government of Nepal (2011) showed that 19.71 percent of households reported the ownership of land or house or both in the name of female member of the household. In urban areas, 26.77 percent of the households show female-ownership of fixed assets while the percentage stands at 18.02 in rural areas (CBS, 2011). The pattern of female ownership on fixed assets in the study district's households and particularly the study area can be shown here in the following table.

Table11: **Female Ownership by Fixed Assets in Myagdi District**

|  |  |  |
| --- | --- | --- |
| **Particulars** | **Households** | **Percent** |
| House and land | 2612 | 9.42 |
| Land only | 1635 | 5.89 |
| Neither land nor house | 23381 | 84.34 |
| Not stated | 99 | 0.35 |
| Total | 27727 | 100 |

Source: CBS, 2011

Table: 12 **Female Ownership by Fixed Assets in Study Area**

|  |  |  |
| --- | --- | --- |
| **Particulars** | **Households** | **Percent** |
| House and land | 3 | 15.78 |
| Land only | 2 | 10.53 |
| Neither land nor house | 14 | 73.69 |
| Total | 19 | 100 |

Source: Field Survey, 2013

According to the above table, 5 households (26.31 percent) among the sampled 19 households are owned by women and remaining 14 households (73.69 percent) are not owned by women in fixed assets in family. As comparison to district ownership on fixed assets, sampled household revealed that women have better condition in property ownership in study area .The improving situation in study area is the result of remittances flow from labour migration and its effect upon family members especially women's intellects.

**4.9 Remittances, Education and Women Empowerment**

Remittances and education are interrelated concept. Both monetary and social remittances are the driving forces for enhancing education and women empowerment. Education is not only a device to get certificate, rather it is a way to change knowledge, attitude and practical behavior in real life situation. Education is the indicator of social empowerment contribute in productivity enhancement, self-respect etc.

There is a steady increment in women empowerment was observed in remittance-recipient households which can be measured by the indicators of women empowerment such as decisions regarding children’s education, child birth, women’s health, and involvement in community activities. In my research, it is found that, there is a correlation between labour migration, education, women empowerment and remittance. The relationship between women education and remitting is found to be satisfactory in study area. There exist positive correlation between educational attainment and remittances. This study has examined the relationship between remittance flows and other local characteristics, such as saving power, investment in child education, technical inputs in agriculture sectors like improved tools, irrigation, improved seeds, pesticides etc. Here, I have explored interrelationship between education, migration and remittances in my study area.

The study revealed that the labour migration is taken as a part of family adaptive strategy. It is used to diversify the living standard of migrant's family in terms of reducing risk and dependence on a single economic activity, economic soundness as well as meeting the basic necessities along with entire family welfare instead of individual welfare. According to the respondent's views, remittances have directly increased the household's income and indirectly helped in investment on agricultural productions in home and neighborhood. The research shows that the absence of men enhances the decision-making ability of women in household. When men have lived abroad for some years as a labour migrants, women in families are more likely to raise their decision-making capacity, comparing to those of non-migrant families.

In my research, one respondent has heartily expressed when my husband left the house; I have taken the major family and economic responsibilities. Male's out-migration go ahead to redistribute the power and resources across the gender line. As a result, women took more responsibilities in economic and familial activities. When the male counterpart worked abroad, the decision-making power in the household activities was shared among the female counterpart and her spouse. These types of practices lead to women empowerment in a substantial manner.

In most part of Nepalese society, daughters were treated as a transfer member of the family and have the qualities of obedient wives, good mothers and efficient housekeeper in future life. People felt daughters as a financial liability. So, they (parents) gave less priority for educating them as compared to son behaving him as bread winner, lineage protector, etc. As a result, the investment on education for girl child was seemed to be lesser than boy child. In research village, the above mentioned fact seemed valid somehow. The monetary remittances were not equally invested in daughter's education as compared to son's education. However, some family seemed liberal for education of daughters. Some of the respondents viewed as:

*"My son and daughter both of them are studying in private boarding school” (Respondent no. 16).*

*"My daughter-in-law and youngest son are studying in government school while my two daughters are studying at a private boarding school in headquarters of our district" (Respondent no. 17).*

*"…… I am running in bachelor level…….." (Respondent no. 18).*

Based on the above views, slowly and gradually society gets reformed in educational sector regarding gender perspective. In this sense, remittances played the positive role in women education and empowerment.

In my research study, some female respondent viewed that after the migration of her husband in abroad, she has played the decisive role regarding family matter and got chance to join in community work due to less burden of household chores.

*"I am taking the necessary decision. My husband has suggested me to decide on whatever issues were encountered in the family" (Respondent no. 16).*

"*Yes, I make plans and husband (from abroad) support me" (Respondent no. 18).*

*"….. I have also observed that many women were moving in women group" (Respondent no. 19).*

*"Yes, definitely, I have experienced that it is helping to increase women literacy rate in my family and in our society. As a women group leader in this village I can say that remittances bring positive impact. Even in my case, I am illiterate women. But, since my husband migrated to Dubai, I have to bear all the responsibilities in my family. It makes me more strong and capable to handle any kind of problem that I have to face in the family. I guess remittance helps and can play positive role in to women empowerment and capacity building.*

These perceptions were corresponding to the women empowerment. When husband worked in abroad, wife got chances to decide about the family based issues such as child education, planning for land purchase, marketing, community participation, hiring of labour for harvesting and planting etc. This ultimately resulted to enhance her personal capacity to tackle the communal and familial constraints. When remittances started to enter in family, it increased the economic as well as political confidence among the women in family, community and society too.

*According to our culture, daughter education is not that important because they have to marry and go to husband’s house. But, son will take care of us later on. So, son should have better education than daughter. I think this concept is silly concept that I would like to challenge. I know the real value of education for women. So, I am educating to my daughter in an expensive private school that can help to my daughter get better education and make themselves capable" (Respondent No.8).*

*"Both daughter were studied in government school but they have married without completing their SLC (10th grade studies)" (Respondent No.19).*

Being a financial liability for parents, daughter couldn't get chance of higher education which ultimately destroys their capability enhancement as well as they get compelled to leave the school. They faced the problems of dependent, subordinated position in family environment. It is also found in my study that the enrollment rate of girl child is low as compared to boy child education, high dropout rates due to early marriage, etc.

Due to low educational attainment and patriarchal dominance, many women deprived of having decisive power in family and public places which can be verified by the views of respondents in study area:

*"Husband decides all the matters regarding education and other aspects of my family"* (*(Respondent No.17)*.

*"I have decided myself"(Respondent No.12*).

*"My husband decided at that time"(Respondent No.19).*

*"No, whatever my husband told, that was valid*"*(Respondent No.19).*

According to the views given by the respondents, almost all decisions were taken by men. It means it discouraged the women empowerment. As women empowerment is a development tool which is not verified in this study i.e., migration system theory is not fully applicable for entire development of human society.

**4.10 Case Study**

**A Case Study of Progressive Women Group in Mauwaphant Village of Rakhupiple Village Development Committee.**

The progressive women group of Mauwaphant village of Rakhupiple VDC of Myagdi district established in 2008 consist the women of all categories from local community. This group is unique and has own culture, dialect and social system. All the women from so called upper caste Brahimin , Chhetri etc., Community, ethnic group magar, Gharti etc. community to so called lower caste kami, Sarkietc community are the member of this women group.

The purpose of this organization is to empower the women into family and community decision making process, leadership development, creating small scale job opportunities by mobilizing local resources, mobilization of women in social and communal welfare. The financial source of this group was made through various helping hands from local businessmen, returned migrants from aboard, ritual performance during birth, marriage ceremony as well as singing and dancing activities in festivals like Tihar, etc.

In my research, I have visited the president, Shanti Sharma, of this group. I have asked four basic questions regarding the role of remittances in changing socio-economic status of women condition. As being one of the respondent also, she gave me a lot of positive feedback regarding remittances and its role on opportunity creation, changing educational status of women, decision regarding to join either private or government school for children(specially girl child) and problem faced by women in household due to lack of sufficient amount of money. I found that she gave the reliable information matching with my research objectives. She explained the positive role of remittances for improving the social, political, economic status of women in family, community and society. She also mentioned that voice of women were increasing for grasping rights including property right, decision making process and representing in community work. The frequent interaction between women with governmental and non- governmental organizations enhanced the decision making power for women in family, community and society. The capacity enhancement, empowerment, skills of women also seemed gradually improved. In my study, I have asked some questions regarding the implication of remittances on women education and the answers of such question from respondent from women group can be summarized as:

*"There are number of changes in to society. As a women group president I have seen in to society lots of changes. For example in educational changes, women capacity increases, its helps to increase women empowerment, way of living style, housing and land purchases (view of president of Women group -Appendix II (a)).*

*When people start to receive remittance, village has changed its skin. Peoples are aware that foreign income cannot last forever. So, they need to invest in to right sector so it can turn into future regular earnings. Peoples are considering about educational investment and investing in children’s education. For me women education is vital to change overall life standard of people. If we invest in girl’s education, they don’t need to be dependent on anybody. There will not be any domestic violence in to society. Intellectual property cannot be destroyed. If we are able to educate our daughters, they will be capable to handle any problem they have face in their life. If women are well educated in the house, all family members can be delighted from their education. I focus in women’s education. Remittance plays positive role in women education as well as on entire education system (view of president of Women group -Appendix II (b)).*

*In our society, even in my family there is a trend to enroll girls in to government school and son in to private school but I have challenged this culture. It’s a very bad culture that we cannot come out from. Since people started to migrate to other countries for employment, it brings positive change. I have enrolled my two daughter in to private school in district headquarter and son is studying in to local village school. I strongly advocate in favor of women education (view of president of Women group -Appendix II (c)).*

*In some cases I feel that what would be the consequences if my husband could not earn money? How I will be able to educate my children? There are bigger challenges now than ever before to educate my children. I am talking in regards to all fellow villager side although; I am much more secured than many others in this village. For now I don’t have any problem to provide opportunities to my girls for their education (view of president of Women group -Appendix II (d))."*

Above case study showed that the number of positive implication of remittances in educating girls/women in community. The president of women group has optimistic thought regarding remittances and women education as well as empowerment.

**4.11 Perceptions of Lady Teacher on Women Education**

**(A comparative Study of Past and Present)**

Women education is the burning issue in overall development of society. Nepal, being a patriarchal society, there exist unequal access of education between men and women. Generally, men are more educated than women which can be seen through national literacy rate. i.e., 75.1 percent men were literate whereas 57.4 percent women were literate (CBS, 2011). This unequal rate of literacy is the result of unequal treatment between son and daughter regarding their schooling.

In my research work, I have taken interview with a women named as Kamala Sharma (aged 50). She was a secondary school teacher from Raghuganga Higher Secondary School, since 25 years. She perceived as *"in my time, very few daughter get chance to read and write. I am lucky enough to have education with my brothers. I am from rich family. So I got chance to join in school. But my friends (girls) have not got chances to education. They were compelled to marry in small age (below 15 years) of their life. Generally, the poor family (especially lower caste) couldn't get of having good education since past regardless of their gender differences. The condition of both men and women from such class of people is very weak in all sectors like property, land, employment, education, income housing etc.*

The above mentioned perceptions of lady teacher showed that the condition of women education in research area is very vulnerable and poor patriarchal structure of the society didn’t allow educating girls except few liberal hearted parents.

Similarly, the opportunity of education for lower caste people is very challenging which can be resembled with the view of respondent No. 19 household survey as:

*Both daughter were studied in government school but they have married without completing their S.L.C. (School Leaving Certificate)*

She has also added the views of present stage of society regarding women education. There are a lot of private and governmental schools/colleges running to reduce illiteracy rate. Even government also planned education for all. In this scenario, she perceived as *"but, now-a-days the situation is just opposite that of my schooling time. Many family treat son and daughter equally. Son and daughter both are getting opportunity of education either in private school or government school. In our village, the awareness level among the villagers gradually increasing with the advent of democracy, globalization, freedom, right, voice, choice, etc. As a result, the impact of such matter started to be seen in the family life. Women education, empowerment, decisive role, community role for women are observed in society because of positive thoughts. I have also observed that migrant's family faced less problem of money, have learnt international experiences, knowledge, skills, etc. as an input for enhancing quality of life of family including women member. The daughter-in-laws are also getting chance to continue their education (which was impossible in Past) because of her husband's remittance support from foreign land. Similarly, dropout ratio of girl child from our school reduced gradually in present days."*

The above mentioned perception of lady teacher showed the relationship between remittances and its implication on women education in society. In this regard, the views of some respondents of household survey are also applicable as:

*……My daughter in law continued her education after marriage (which is rarely possible in my village) (Respondent No.17).*

*……I am running in Bachelor level……(Respondent No.18).*

The perceptions between lady teacher and the respondents of household seemed to be matched regarding to women education. Foreign employment (remittances inflow) encouraged to invest in women’s education.

The following table shows the increasing number of girl students in five different government schools (primary to higher secondary) of study area and neighboring area:

**Table: 13 Statistics of Girl Students in Different School of Study Area**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of School** | **Number of Girl Student in Each Year** | | | | | | | |
| 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Malika Devi Lower Sec. School | 150 | 163 | 167 | 175 | 181 | 188 | 192 | 201 |
| Amarsingh Primary School | 79 | 85 | 89 | 91 | 99 | 105 | 110 | 116 |
| Gyanodaya Sec. School | 203 | 209 | 221 | 225 | 236 | 244 | 250 | 261 |
| Himalaya Primary school | 52 | 59 | 62 | 69 | 75 | 81 | 90 | 97 |
| Raghuganga Higher Sec. School | 185 | 192 | 199 | 205 | 216 | 225 | 239 | 252 |
| Total | 669 | 708 | 738 | 765 | 807 | 843 | 881 | 927 |

**Source: Field Survey, 2013**

The above table shows the number of girl students in different government school of study area and neighboring areas. It also shows the increasing trend of girl enrollment in schools of various level educations. Within the period of 8 years (2005 -2012) the number of girl students increased from 669 in 2005 to 927 in 2012. The increasing number of girl student in school showed that the migrant's family was giving more importance to daughter education. They realized the value of education for everyone. The main reason behind it was the flow of remittances sent back to the home at origin by migrants from abroad. The increasing number of girl student in school showed the positive thought of family, community in education as well as the amount of investment was increased for women education. The respondent view also resembled with above facts in study area:

*……My daughter in law continued her education after marriage (which is rarely possible in my village) (Respondent No.17).*

*Obviously, it has a lot of positive role regarding women literacy and decision making. I have seen a lot of example in my village like many women were involving in community work, daughter in laws were continuing their education after marriage (Respondent No.18).*

*……. I have seen that daughter, daughter-in-laws and even wives were continuing their education through remittance sent by their father, brothers and husband (Respondent No. 19).*

Based on the above table and respondent's views, remittances encouraged student enrollment rate in school. People became capable to invest money for education, personal capacity development, empowerment, risk bearing capacity and confidence through the inflow of remittances. Women empowerment encouraged right for education for all. Due to these reasons student enrollment rate was increased. Therefore, instead of having few drawbacks from out migration in the foreign world, my study seemed applicable for that assumption made by both push-pull framework of migration framework and migration system theory. According to these theoretical approach, migration and migrants main aim was to improve their family, society and community standard through monetary and social remittances, The research entailed that the remittances sent back to home are used for improving household condition, fulfilling basic need, improvement in educational sector, empowerment of women in social, economic, political areas as well as the overall up liftmen in the living standard of the family of household in study area.

**CHAPTER: FIVE**

**CONCLUSION**

**5.1 Conclusion**

The research study concluded on the empirical findings of the labour migration, remittances and its implication on women education in RakhuPiple VDC of Mauwaphaut village of Myagdi district. This research was based on interview schedule with 19 respondents from migrant’s family, the case study of president of women group and a lady teacher’s perception on women education before and after the follow of remittance in family. In this study, an attempt has been made to answer the question as **How the Remittances Change the Educational Status of Nepalese Women?** The above research question gets fulfilled through these two specific objectives: Firstly, to examine how the remittance helps to change the educational status of women in Nepal and secondly, to compare women education before and after the flow of remittances.

The importance of Push-pull framework of migration is that geographical difficulties, low level of production structure, poverty, unemployment, etc. push the people in search of better geography like plain area, higher yield of production, employment center, etc. Most of the migrants from study area were influenced from such criteria and showed the respective response during study time. The respondents(that were in home) viewed that their family member (mostly male) migrated in search of above mentioned factors like better employment, income, education, educational attainment for family members, technology transfer, remittances skills, knowledge, etc.

The migration is the result of push factors in place of origin and pull factors of the place of destination. Therefore, push-pull framework of migration exclusively termed as the theory related to improve the quality of life of non-migrants by reducing the constraints found in the place of origin. During the time of interview with nineteen informants of migrant’s family, I have found that most of their opinions were resembled with the central idea of push pull theory of migration propounded by Lee. Besides, feasibility of immigration laws (as intervening factors) also encouraged the further migration. This tenet of push-pull model also seemed valid in case of my research study.

This research study entailed that the outcomes of labour migration in study area found to be increased. The increased amount (especially remittances) was used in diverse field of expenditures like capital formation, education of children, purchase of land, debt payment, and buying of luxurious goods. It is also found that the use of remittances shown the priority order on different heads like payment of loan followed by used in basic needs like education, health, food etc., investment on land, investment and support for foreign employment of kin relation and family members. This study showed that most of the remittances invested in livelihood improvement by reducing the constraints encountered in place of origin, which is relevant conclusion form the angle of push-pull model of migration. The households were benefitted from monetary and social remittances sent back by fellow migrants like improvement in knowledge, skill, habits, social and political empowerment, and gender sensitivity etc. Besides migrants brought different values like work-ethics, punctuality, gender sensitivity etc. as well as developed social network which is good for exposing family members with other world which is relevant to the assumption of migration system theory.

Migration system theory is related with the feedback mechanism between places of origin to place of destination i.e. the follow of goods, capital, ideas, knowledge, information, etc. from destination. In my research, I have found that many of the respondents viewed as the migrant member sent remittance (monetary or social) were being used for uplifting socio-economic status by investing in education, health, small business, agricultural inputs, etc. They mobilized the capitals as well as social remittances (ideas, opinions, etc.) to enroll their children in school/colleges or other social welfare within their family, community and society. I found that one of the respondents used learnt skill in community work.

The research study showed the relevancy of selected theory and collected empirical data from the informants. The push–pull framework of migration and migration system theory was applicable in this study. However, some assumption of this theory seemed to be not applicable. Many household decisions were taken by men but the ratio of women decision making power also increasing as compare to other household then remittance recipient household. It means it has greater role in to increase women empowerment in to migrant’s family. As women empowerment is a development tool which is not verified in this study i.e., migration system theory is not fully applicable for entire development of human society

Investment on women education, women empowerment and investment in other sectors like land purchase, buying goods, etc. are the major variables of my study. My research questions were centered on getting the answer of above mentioned variables. Basically in this study, I have researched the implication of remittances (both monetary and social) in household sector focusing on women education and related empowerment for women in various field of family, community and society. Remittances was being used in the expenditures happening in family such as paying debt, fulfilling daily needs of family, construction and renovation of house, purchasing land, educating children, health care, enjoying festivals and rituals, investment on small business, agricultural inputs, etc. This research study showed that the relevancy of selected theories i.e. Push-pull model of migration and migration system theory in study area, which was verified by the opinion shared by respondents during interview time. Therefore, remittances have a lot of positive impacts and implication to improve socio-economic status of family including the women members. It was the potential source to enhance the economic power, social and political power not only in household but also in the overall nation of origin through multiplier effects.

**Appendix: I**

**Research Questionnaire and Respondent's Response**

**Respondent No 1**

**Gender: Female**

**How many family members are in your family?**

We are 6 members in my family. I have 3 daughters age 16, 14 and 4 and I have one 11 years son.

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

My 16 years daughter studying in 9 grades, 14 years girl 6 grades, 4 years girls is in child development centre and my 11 years son currently studying in 3 grades.

My all daughters are studying in governmental school but my son is studying in private Boarding school. *(Boarding’, the colloquial term for English medium, private schools*

**Which school does your son and daughter studying?**

Daughters are studying in to government school and son is in private school (hostel) *(Boarding’, the colloquial term for English medium, private schools)*

**What is your main expectation form your fellow’s foreign employment?**

My husband is in foreign employment since 8 years so I was expecting and still expecting that he should make enough money to educate our children and could be able to save some money for future risk. Similarly my 2 daughter are frequently getting sick I wish my husband could help in this regards.

**Where do you invest the money you receive from remittance?**

Mainly whatever money my husband sending is investing in to my children education.

I also spend it in to other household expenses. Our income goes to children education that also mainly my son’s education because he is in expensive private school (Boarding’, the colloquial term for English medium, private schools ) then my 3 other girls.

**What sort of changes are bringing in your family since you start to receive remittance?**

If I have to remember my past life and compare it with present it’s a drastic change. I became beware of basic fundamental rights and other daily activities compare with my past and now. The major changes have been in to the education of my children. Now easily my children can go to school but before my bigger daughter could not go to school due to lack of money.

**Do you have any problem to continue your child education (what are the barriers)?**

I don’t have such problem for now but I can guess there will be great difficulties to provide quality of education to all my children if my husband would not be able to earn money in near future. Even though I say to you that I don’t have any problem but in fact I am experiencing lack of money to send to all of my children in to private school like my son is studying.

**If you have any problem to continue your children education then which problem are you facing?**

I have decided to enroll my son in to private school and to my daughter in to government school due to lack my money as I have to dependent only in to my husband’s income. What would be the consequences if my husband would not be able to make any money? I am afraid to enroll my daughter in boarding school.

**Who will take major decision making role to enroll the child education?**

I am the one who decide to enroll my kids where and how I should do it but in fact I regularly consult with my husband as he is the main source of income in to my family.

**Is your decision valid to enroll the child in either Government or Private school? (Women member)**

Yes, it is validated to all of my family whatever decision I carried out in regards to household activities.

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

I would say that time brings change but this is not the ultimate fact. It is definitely true that remittances also plays positive role to increase women literacy rate then it was before. I would not be as independent as I am now than ever before remittances money in my family.

**Respondent no 2**

**Gender: Female**

**How many members are in your family?**

*We are 6 members in our family. There are 3 sons and one daughter aged 4,9,10 and 6 years daughter.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My son has stop to study long time ago from 7 grades. Also my daughter in law has 7 grade educations I am illiterate. My granddaughter aged 6 is in grade 2, 10 years grandson grade 6, 9 years grandson grade 5 and smallest one studying in child development centre.*

**Which school does your son and daughter studying?**

*All of them are studying in to governmental school.*

**What is your main expectation form your fellow’s foreign employment?**

*I would like to receive enough money for our children’s better education and also for housing and other expenses. I don’t have bigger expectation then this.*

**Where do you invest the money you receive from remittance?**

*To purchase land as we did not had enough land, house, until now I have very nominal expenses in to education but it will increase in near future as my children have to go out of the village for further education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It’s getting better. Before, we did not have enough land for Agricultural but now I have some. It’s not enough to feed my children yet but it’s getting better than before.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Until now our grand children are studying in governmental school. We have not enough money to enroll them in to expensive private school. We are still in loan so we would like to pay off them first. I am thinking first to payoff then education for my grandchildren.*

**If you have any problem to continue your children education then which problem are you facing?**

*They are still young and do not need lots of money to them but I am totally uncertain about their future.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*My son makes all the decision even though he is in foreign employment but my daughter in law and son consult each other.*

**Is your decision valid to enroll the child in either Government or Private school?**

*Not Applicable.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*We are not experiencing such changes in to our life but still somehow remittances has played positive role in to our family. In many family I can see it helps to enhance our specially women capabilities and in can help to increase women empowerment.*

**Respondent no. 3**

**Gender: Male**

**How many family members are in your family?**

*We are nine members in our family. It’s an extended family. I have 4 son 1 daughter and one each grandson and granddaughter.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*I have completed matrices (Indian board of education) School Leaving Certificates. My two sons stop their education from 10 classes, one son grade 10 running, daughter 5 grade running and smallest son is in 6 grades.*

**Which school does your son and daughter studying?**

*Two sons and one daughter are studying in to government school. who stop to study were study in to government as well but the current studying daughter was in Kathmandu over 3 years for her education not we bring back to her in to village. I have planned to enroll to them in to private school and enrolled to one daughter and two sons as well unfortunately I could keep funding them to continue their education according to their wish to study in to private school.*

**What is your main expectation form your fellow’s foreign employment?**

*We all of our family members are expecting to receive more money to handle families expenses as we don’t have regular income then my pension(Indian Army pension) so we wish and hope that our son could be able to fulfill our expectation to educate his children, sister and brother. Nevertheless, I would like to express my little disagreement about foreign employment. I don’t expect anybody to go to foreign land for employment. It’s a bitter truth that everyone is going foreign county for employment. It’s our reality and present scenario. If we do hard labor as we are doing in to foreign country, we could do 10 times better then we can do in to another country. I have been employed in to Indian army over 24 years but ultimately I am in my country so I pursue to my children and grandchildren to do something in to our land. It’s a contradiction that I am saying that no to go to another country for employment even though my son is in quarter over 9 years but still I request to all to do something in to our country. We should not be dependent.*

**Where do you invest the money you receive from remittance?**

*While I was working for Indian Army , which money I have sent in to Nepal was spent to purchased land, house and for my son’s education but I have came back Nepal from retirement then my son went for foreign employment . Whatever my son sent money to us is spending in to his one brother, one sister, his one son and daughters education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It brings changes in to our family. In my age there were very few educated people and they did not have any knowledge to educate women but this time you can see huge change in to society that remittance brings biggest change in to education. When somebody sends money in to family then their fellow family members are heading in to city for their children’s education.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I would like to educate them according to my capacity but I am still lacking of money to fulfill their wish. Nevertheless I have tried to give them education in to better educational imitations but for that my daughters, sons and grand children should have motivation and determination for their education.*

**If you have any problem to continue your children education then which problem are you facing?**

*Yes, I need steady income then my pension money for education of my kids and grand kids.*

**Who will take major decision making role to enroll the child education?**

*Collective decision is applicable but if any women member in our family have better idea than they are free to take any decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, it can be a good for our society if we invest it in to women education as well.*

**Respondent no 4**

**Gender: Male**

**How many family members are in your family?**

*We are 6 members in our family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My two sons did not study so much. They have studied 8 grades each. Daughter is studying in to 6 grades.*

**Which school does your son and daughter studying?**

*My son studied in to government school. My daughter has taken her education three years in to private school then now she is in government school.*

**What is your main expectation form your fellow’s foreign employment?**

*We express that our son does better and earn more money for us. From that money we could like to educate our grand children according to time demand don’t to regret that I could not educate my grand children in to better school. I have pulled out my grand children from private school because of lack of money.*

**Where do you invest the money you receive from remittance?**

*I guess I have invested my earnings and my son, s earnings 70% in to education but still I could not give to them better change to get education in to private school.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*During my recruiting time (Indian army), there was only scarcity but since then I have purchased enough land for agriculture, house for living but I lack to educate my children. At this time I have realize that first priority should be children education.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I have pulled out our children from private school and enrolled them in to government school. It’s because of lack of money.*

**If you have any problem to continue your children education then which problem are you facing?**

*I don’t have regular income then my Indian army pension. I have to compromise for my grandchildren’s education.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*I am taking all decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Not applicable*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, it has played positive role to educate everybody and increase literacy rate of women and my grand children as well.*

**Respondent no 5**

**Gender: Male**

**How many family members are in your family?**

*There are 7 members in my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*Currently in my family my two sons and one daughter are studying private school in Kathmandu. I have been U.S.A for employment over 14 years now I am back to Nepal. I could not study so much. I am literate and my parents are uneducated. My 16 years son have completed School Leaving Certificates (SLC), youngest son is in grade 7 and my daughter studying in 6 grades.*

**Which school does your son and daughter studying?**

*All of them are studying in to private school in Kathmandu.*

**What is your main expectation form your fellow’s foreign employment?**

*While I was in USA, I guess my family had expected to be wealthy enough to have secure future. Sometimes I talked to my wife from USA during that time she told to me “that we should provide every possible opportunity to our children for their education so I guess every family who receive remittances they expect to educate children better than other people in the society. This can be true that they could afford to do so.*

**Where do you invest the money you receive from remittance?**

*Most of money has been invested in to education. I have purchased land to build house in Kathmandu and I have purchased one commercial house in Kathmandu from that house I am getting regular income to run my daily life as well as to educational expenses for my son and daughter. Partly money I have invested in to manpower agency in Kathmandu and rest went in to family kinship.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*I am able to change my entire life style due to the remittance. It helps to modernize my parents cultivating style. I am here in village now to visit my fellow relatives but I have got chance to migrate in to capital city of Nepal. The most important changes it brings are for my children education. They are studying now one of the best schools in Kathmandu.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I don’t have any problem to educate my daughter and son.*

**If you have any problem to continue your children education then which problem are you facing?**

*There could be a problem about family management but nothing else problem I can see.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*My wife does most of the decision .she was the one who manage all the financial and family activities.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Partly Yes, but I can’t be agreed if she will be taking out of them from private to government school.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Definitely it has a great role to increase women literacy rate. From my family’s case I can tell that it also helps to increase women empowerment and capabilities. It generates knowledge to the people that men and woman are same. The biggest changes it brings in to the educational sector. But there are few drawbacks that it creates in equalities in to society, it creates bigger gap in between rich and poor, it creates dependency in to the people, unproductively.*

**Respondent No 6.**

**Gender: Male**

**How many family members are in your family?**

*We are 6 members in our family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*Oldest son did not study, my youngest son studying in 12 classes in private school.*

**Which school does your son and daughter studying?**

*Boarding (private school)*

**What is your main expectation form your fellow’s foreign employment?**

*Their expectation was to get enough money so they can plan where to invest and how could give better education to children.*

**Where do you invest the money you receive from remittance?**

*I have migrated in this place .i used to live in to very remote place before so I moved in this better village. I have purchased house, land in this village. I have invested some amount of income in to my son education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*First change in to my life is to migrate in to better place. I was in remote village where we could not get any facilities of hospital, good education and other governmental facilities but since I have migrated in to this village our family has much pleasure life then it was before. Increase in life standard and easily accessible in to better educational institutional for my son education.*

**Do you have any problem to continue your child education?**

*Yes, there is some problem.*

**If you have any problem to continue your children education then which problem are you facing?**

*My son does not have so much motivation and interest for further study so I have enrolled him in to private school but he does not wants to study higher education. This is the problem. I am looking for opportunities to send my son for foreign employment.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*My wife can take most of the decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes in many extent.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes it has positive impact in my life. It has great role to increase awareness for women education and right as well. It increases in to women decision making power as well. But unfortunately we are getting dependent then before. In short time we expect to earn more money.*

**Respondent no 7**

**Gender: Male**

**How many family members are in your family?**

*We are 5 people in my family.*

**Can you tell me about your family member current educational status?**

*My oldest son he had just finished his 3 then stop to study. Youngest son is in 10th grade in this village and my daughter in 12 grades in to another village because we don’t have such school for my daughter education in this village*

**Which school does your son and daughter studying?**

*All of them are studying in to governmental school.*

**What is your main expectation form your fellow’s foreign employment?**

*We did not enough income so our expectation to get more money so I could send another son in to foreign employment.*

**Where do you invest the money you receive from remittance?**

*I was in loan before so I have paid off that loan. I did not have house to live before that’s why I have invest to build house and rest went in to my youngest son education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It was just enough to handle my household expenses from remittances. While I was in foreign employment my son did not do so well. I have contact with bad people in to society and started to take drugs so I have returned back to home. I guess from foreign income my son got in to wrong track. Sometime later I have sent him in to quarter for employment. Actually from remittances I did not get significant positive impact up on my life and family.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Yes I am facing to provide higher education to my son*

**If you have any problem to continue your children education then which problem are you facing?**

*Mainly I have the capital problem to run family. Since I have returned back from foreign employment then I lack of money so my son is facing to continue his higher education.*

**Who will take major decision making role to enroll the child education?**

*My plan was to enroll son in to private school in district headquarter and daughter in to local school but due to the family dissatisfaction I have canceled that plan and enrolled both of them in to government school. After daughter marriage she manage top continue her education.*

**Is your decision valid to enroll the child in either Government or Private school?**

*Normally yes, it is.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, definitely it has positive impact to educate women. Our country is male dominant society and there was no consciousness to provide women education before but time has changed. It is not like old age that women should be limited in to household activities and need not to educate. When I was in foreign that time put my daughter in to school after her marriage my son in law taking that role so she could continue her higher education.*

**Respondent No.8**

**Gender: Female**

**How many family members are in your family?**

*We are 6 members in our family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*I am illiterate, my husband finished 5th grade, my oldest daughter finished her school leaving certificates (SLC), son studying in to 9th grade and two smallest daughter are studying in private school in to district headquarter.*

**Which school does your son and daughter studying?**

*My son is studying in to government school in this village but my two daughter are studying in to private school in to district headquarter.*

**What is your main expectation form your fellow’s foreign employment?**

*Right now I have loan to pay back. I expect to get that money to pay back then I would like to save and invest for future regular income like share. I have already purchased enough land and house in to different cities of Nepal so now my prime focus is to paid off loan and save for children education.*

**Where do you invest the money you receive from remittance?**

*At the beginning years of my husband employment money I have used to purchased land and house in different places but now it’s going in to children education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*My husband is making us extremely happy. We are so happy with him. Since he has migrated in to another country for employment and we revived remittances it has changed our entire life. I am managed to purchased enough land; houses as well as I have invested some money in to local small bank for future income. It can generate regular income for my children education even though my husband can’t make money anymore.*

**Do you have any problem to continue your child education (what are the barriers)?**

*At the moment I have not experienced any problem but sometime I have to think about my daughter future education.*

**If you have any problem to continue your children education then which problem are you facing?**

*Due to current loan it could be generating other family problem. Main problem is the economic hardship.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*I took all the decision regarding my daughter and son education as well other household decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, definitely, I have experienced that it is helping to increase women literacy rate in my family and in our society. As a women group leader in this village I can say that remittances bring positive impact. even in my case I am illiterate women but since my husband emigrate in to Dubai I have to bear all the responsibilities in to my family. It makes to me more strong and capable to handle any kind of problem that I have to face in to family. I guess it help that remittance can play positive role in to women empowerment and capacity building.*

*According to our culture, daughter education is not that important because they have to merry and go to somebody’s house but son will take care of us so son should have better education then daughter. I think this concept is silly concept that I would like to challenge this concept know the real value of education for women so I am educating to my daughter in to expensive private school that can help to my daughter get better education and make capable to themselves.*

**Respondent no 9**

**Gender: Male**

**How many family members are in your family?**

*We are 5 people in my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*I have three daughters. My oldest daughter is in grade 9, middle one in grade 4 and the youngest one studying in to grade one.*

**Which school does your son and daughter studying?**

*All of them are studying in to local government school.*

**What is your main expectation form your fellow’s foreign employment?**

*I wish to bring prosperous in my families. I would like to recover my economic situation in to well position and finally I would like to provide better education for my daughter.*

**Where do you invest the money you receive from remittance?**

*My income is not so good not so it’s going in to household and for education. Approximately 25% of income I have to spend in to education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It has built personal capacity in our family including myself. Educational status is changed.*

*It brings awareness in to my family about socio-economical and political right.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I have not seen any problem yet but never know what will come later.*

**If you have any problem to continue your children education then which problem are you facing?**

*There is little bit problem financial but I am hoping to manage it.*

**Who will take major decision making role to enroll the child education?**

*Mainly my wife does not take any decision but I am frequently taking advice with her.*

**Is your decision valid to enroll the child in either Government or Private school?**

*Not so often.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes it does. I did not earned so much while I was in foreign employment but i have learn big lesson and I know the value of education so I am determined to provide maximum opportunities to my daughter.*

**Respondent no 10**

**Gender: Male**

**How many family members are in your family?**

*Five members are living in to my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My son is in grade 7 and my daughter studying in grade one.*

**Which school does your son and daughter studying?**

*They are studying in to government school.*

**What is your main expectation form your fellow’s foreign employment?**

*My expectation from my employment is to be sound financially and to bring prosperity in to my family. I would like to educate my children. I don’t want to regret that I could not educate them.*

**Where do you invest the money you receive from remittance?**

*I have invest in to house*

*We did not have enough land for agriculture now I have enough.*

*I have migrate from remote village in to this relatively much more less remote village*

*I have invested in to child education.*

*Approximately 25% is in education*

**What sort of changes are bringing in your family since you start to receive remittances?**

*At least I have managed some basic infrastructure to run my families daily life as well i could be able to provide education to my children.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Yes I was thinking to enroll my son in to private school and daughter in to government school but I am lack of money.*

**If you have any problem to continue your children education then which problem are you facing?**

*My wife got sick frequently so I have to invest lots of money in to her treatment so I am not that able to provide better education to children but I am determined for their education.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*I took most of the decision in my family but I don’t forget to consult with my father and wife.*

**Is your decision valid to enroll the child in either Government or Private school?**

*I am taking whatever decision has to be made.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*It has greater role to increase women literacy and to improve overall education in to family.*

**Respondent No 11**

**Gender: Male**

**How many family members are in your family?**

We 11 members extended family.

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My two sons have finished their 8 grade and stop to study. My two daughters are studying in to grade 11 and 12. Grandson from oldest son is studying in 5th grade.*

**Which school does your son and daughter studying?**

*All of them are studying in to local school and two daughter are studying in to district headquarter as we don’t have any college for higher education.*

**What is your main expectation form your fellow’s foreign employment?**

*My oldest son is in quarter since 9 years and youngest one is in Malaysia since 4 and half year for employment. We are expecting from them to earn enough money for future risk management.*

**Where do you invest the money you receive from remittance?**

*We did not have enough land before for agriculture so we bought some land and invest in to house. Rest money has been investing in to other household expenses. We are spending around 15/16 thousands per month in to education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*We have easier to run our daily life. Before we received remittances we had so much hard life but these days remittances bring bigger change in to our life. Our family is big and there are many members who are studying so I need lots of money to educate them. I am getting that money from remittances. Remittances has plays great role in to educate children.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Yes there is a great problem now to educate my daughter and son but I have lack of money as my son have separate from me. There was support from my son to educate to daughter in previous years but now it is getting difficult. I have taken 8 thousand too filled up examination form for my daughter.*

**If you have any problem to continue your children education then which problem are you facing?**

*Economic problem is the main problem to educate them. I have to manage money for treatment of my wife and educate daughter. It’s a great difficulty that i am facing these days.*

**Who will take major decision making role to enroll the child education?**

*I am taking decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Not applicable.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, of course I have experienced the changes in our life since my two sons starting to send money but now days it is halting so I am facing biggest challenge for two daughter and one son education.*

**Respondent No 12**

**Gender: Female**

**How many family members are in your family?**

*There are 4 members in my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*Me and my husband are just literate. My daughter is studying in government school in Grade 11 and son is studying in private boarding school in grade 7*

**Which school does your son and daughter studying?**

*Son is in private and daughter in government school.*

**What is your main expectation form your fellow’s foreign employment?**

*I want to see my husband send more amount of money by which I can manage all necessities of my family like basic needs, education, health and sanitation, ornaments, television etc*

**Where do you invest the money you receive from remittance?**

*My husband is in Malaysia since 4 and half year for employment. We are expecting from him to earn enough money for better future.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*I am from middle class family. I have no enough money to maintain my family life. So we have to decide to migrate in abroad. When husband send money from abroad, some amount is return back to money lender, some amount are used in child education, household management and so on. Consequently I feel positive happiness in my life.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Yes there is a little problem*

**If you have any problem to continue your children education then which problem are you facing?**

*There is a long distance in between school and house.*

**Who will take major decision making role to enroll the child education?**

*We are taking Common decision. The decision is taking by both wife and husband.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Yes, obviously I have experienced the changes in our life since my husband starting to send money. Our daughter and son get education continuously without any constraints. In the same way I have actively involved in communal activities.*

**Respondent No 13**

**Gender: Male**

**How many family members are in your family?**

*There are 9 members in my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My two brothers have basic education, I am graduated from Kathmandu and my Nephews are studying in to district headquarter.*

**Which school does your son and daughter studying?**

*I am studying in to governmental college in to Kathmandu and my nephews are studying in to private boarding school.*

**What is your main expectation form your fellow’s foreign employment?**

*Obviously we expect to receive more money to be prosperous. If we will be able to become prosperous it will be easily to acquire our family goal so we could be able to achieve our educational and other different goal in to our family.*

**Where do you invest the money you receive from remittance?**

*To purchases land and house.*

*To spend in to mine and nephews education.*

*40% of income is in education sector.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*Educational changes*

*Life style*

*Economic soundness in to family*

**Do you have any problem to continue your child education?**

*No problem.*

**If you have any problem to continue your children education then which problem are you facing?**

*We are not facing any problem yet.*

**Who will take major decision making role to enroll the child education?**

*We are taking collective decision.*

**Is your decision valid to enroll the child in either Government or Private school?**

*Not applicable*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

It has Increases in to women education and literacy rate.

Positive role on overall education of children

It is helping to capacity building and women empowerment.

**Respondent No 14.**

**Gender: Female**

**How many family members are in your family?**

*5 persons are living in our family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*I have two daughters and one son is in education now. Oldest daughter is studying in to 12 classes, other daughter studying in 11 and son in to SLC.*

**Which school does your son and daughter studying?**

*My two daughter s are studying in to local government school and my son is studying in to private school in to district headquarter.*

**What is your main expectation form your fellow’s foreign employment?**

*During these 13 years of my husband’s foreign employment I have expected some reasonable money to run my family from him.*

**Where do you invest the money you receive from remittance?**

*I have paid off loan which we took from local money renter. We spend money to send husband in to foreign employment that also I have paid off. Some money I have invested in to my child education. I have to spend some money for my son education in district headquarters but I don’t need to spend so much money for daughter education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It’s changed our life so I would say it has great impact in to our daily life. It has impacts in to our education, health and many other part of our life.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Yes there is a problem of economic in to our children education.*

**If you have any problem to continue your children education then which problem are you facing?**

*According to my husband income I have difficulties to educate my children. From that problem I am not be able to enroll my daughter in to private school as my son is studying in to private school but daughter have to study in to government school.*

**Who will take major decision making role to enroll the child education? (either women member of family or male)**

*We both of us are taking the major decision.*

**Is your decision valid to enroll the child in either Government or Private school? ( if women )**

*Not only my decision is valid to enroll but I have done once .Yes I took decision to enroll daughter in to private school then I have bring her back in to government school in to village.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*We have improved our economic condition.*

*It has great role to change our concept towards women education.*

*Increase in women educational awareness.*

**Respondent No 15**

**Gender: Female**

**How many family members are in your family?**

*We are 5 members in our family (son-1, doughter-2 and husband wife).*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My oldest daughter is studying in grade 9 in local government school. Another daughter is studying in grade 4 same schools as oldest daughter studying. Son is studying in to private school located in to district headquarter.*

**Which school does your son and daughter studying?**

*Daughters are studying in to government school and son is in private school.*

**What is your main expectation form your fellow’s foreign employment?**

*My husband does not have that much income so most of the income is spending in to household expenses. And some amount has to spend in to children education.*

**Where do you invest the money you receive from remittance?**

*Bigger portion of income have spend to buy land and house. Small portion of income is spending for child education. Rest money I have to spend in to household and other expenses like medical or for emergency purposes.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*It is brings changes in to our family such as education, land, house etc. we were in hell before my husband starts to earn money from Quarter since he stars to earn money it has really positive changes in to our life. I am able to educate my son in to boarding (private) school. I have enrolled both daughter 1 year in to private school but doe to the insufficient money I could not educate them in to private school. If there was not income from foreign country from husband I would not be able to educate our children.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I am comfortable to run my house now but I still lack of money to enroll my daughter in to private School but I will provide to them education according to my capacity.*

**If you have any problem to continue your children education then which problem are you facing?**

*Yes I can see the money problem to educate all of my children equally.*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*As I am uneducated women to take all decision in to family but I consult with husband in relation to take decision for children education as well as other decision.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*My decision is valid to my husband but I am still not that able to take all decision. We are depending on husband income so I must take decision with him together.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Compare to our past family situation and present situation is different like distance between sky and land. We are starting to receive remittance it’s a big change in to our life. It is helping us to develop personal capacity and our children education. It has great role to aware people to educate women. Our culture is to differentiate in between man and women but when people are financially strong there will not be such kind of segregation.*

**Respondent No.16**

**Gender: Female**

**How many family members are in your family?**

*We are 7 members in our family*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*Three daughters are studying in higher education. Eldest daughter is studying in Bachelor levels, other daughters are studying in 12 and 11 respectively, and sons are studying in grade 9 and 7 respectively.*

**Which school does your son and daughter studying?**

*My son and daughter both are studying in boarding school.*

**What is your main expectation form your fellow’s foreign employment?**

*My husband was in Malaysia since 3 years. I wish he will provide sufficient amount of money to buy land, T.V. mobile etc and even to save for future purpose.*

*Most of money is used in children education (approximately. 25% app), tuition for child, festivals, ritual, and few amount for renovating house.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*After starting to receive remittances, I have found a lot of changes were in my family. For example I can freely send my child to have quality education. I can decide the family matter myself in absence of husband. Family needs like food, clothes, medicine etc were easily managed.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Not applicable*

**If you have any problem to continue your children education then which problem are you facing?**

*Not applicable*

**Who will take major decision making role to enroll the child education?**

*I took the decision in my family, because my husband has suggested me to decide whatever issues were encountered in family*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes, I have decided after consulting husband to join my child into private school.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*I have experienced a lot of positive effects like I am an active members of women group in village, my son and daughter both studying in same school, family matters are decided by myself.*

**Respondent 17**

**Gender: Male**

**How many family members are in your family?**

*There are 8 member in my family(me, my wife, two son, two daughter, one daughter in law and one son in law)*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*All my family is literate. I am the retired service man from Nepal. My wife just writes her name. My eldest son (now in Malaysia) left after passing +2 level. Daughter in law is in grade 12, youngest son 12, eldest daughter 10, and youngest daughter 8.*

**Which school does your son and daughter studying?**

*My daughter in law and youngest son are studying in government school while my two daughters are studying in Private boarding school in Headquarter of our district.*

**What is your main expectation form your fellow’s foreign employment?**

*My son is in Malaysia since two years. I have not much expectation from him because his monthly salary is just Rs. 30,000/- But my pension and his salary is useful to continue the education of my child including daughter in law. Besides, I am hoping a new mobile and LCD television from my son to pass the retired life.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*Most of the money is used in daily activities, education, foods, clothes, medicines.etc. There is no any drastic change but some changes are observed like my both daughter studied in government school before I send my eldest son into Malaysia. My daughter in law continued her education after marriage (which is rarely possible in my village). I started to hire some labour for agricultural work after sending son to abroad.*

**Do you have any problem to continue your child education (what are the barriers)?**

*Not applicable*

**If you have any problem to continue your children education then which problem are you facing?**

*No problem*

**Who will take major decision making role to enroll the child education?**

*Myself*

**Is your decision valid to enroll the child in either Government or Private school?**

*Yes*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Obviously, it makes easier to run household life. My daughter in law cannot continue her education if her husband isn’t in abroad. My two daughters are getting the opportunity of quality education in private school due to their brother in abroad. I am also feeling better life in support of my son from abroad.*

**Respondent 18**

**Gender: Female**

**How many family members are in your family?**

*There are three members in my family.*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*My husband completed Bachelor level (now in Australia). I am running in Bachelor level and my son is small enough to go to school.*

**Which school does your son and daughter studying?**

*No, my son is very small but I’m planning to join next year in Montessori school at headquarter of our district.*

**What is your main expectation form your fellow’s foreign employment?**

*My husband is in Australia for higher study and part-time job. Currently, he don’t send much amount of money but in future, after completing his study, he will send huge amount of money and we will shift from village to town.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*Till now, he hasn’t sent extra money except debt payment, but I am planning to invest it in future for my higher study and my child’s study. Besides I want to buy land in city and build house. Still now, there is no any changes in our life but in future there will be lots of newness in my family like we have made house in town, my son will be in private school to get qualitative education, my education also completed, we became rich and prestigious, etc*

**Do you have any problem to continue your child education (what are the barriers)?**

*No any problem*

**If you have any problem to continue your children education then which problem are you facing?**

*No problem*

**Who will take major decision making role to enroll the child education?(to women member of family)**

*Both of us (husband and wife) will decide to enroll the child in school.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*Yes, I made plan and husband (from abroad) will support me.*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*Obviously, it has a lot of positive role regarding women literacy and decision making. I have seen a lot of example in my village like many women were involving in community work, daughter in laws were continued their education after marriage, me also continued my education after marriage, early marriage for daughter gradually reducing.*

**Respondent 19**

**Gender: Female**

**How many family members are in your family?**

*There are two members in my family (husband and me)*

**Can you tell me about your family member current educational status (which grade is your daughter and son studying either governmental or private school?**

*No child remain in our home (i.e. two daughter already married)*

**Which school does your son and daughter studying?**

*Both daughter were studied in government school but they have married without completing their S.L.C. ( School Leaving Certificate)*

**What is your main expectation form your fellow’s foreign employment?**

*My husband was Chaukidar (security Guard) in India since 20 yrs, but he just has arrived home by being sick and old. During his work time in India he hasn’t sent huge amount of money to buy land, animal and even in daughter education.*

**What sort of changes are bringing in your family since you start to receive remittances?**

*All the money sent by my husband was finished in daily expenses like clothes, foodstuff, medicine, daughter’s marriage, etc .No drastic change brought by remittance sent by husband in past days. We were tailor since ancient time. After returning husband continued his ancient profession. But I have heard that investment must be done for daughter and son equally in their education for better future.*

**Do you have any problem to continue your child education (what are the barriers)?**

*I have faced lots of problems to continue my daughter’s education like poverty, landlessness, fewer wages, socio-cultural constraints regarding so called lower caste etc. These all barrier pushed us to leave daughter’s education.*

**If you have any problem to continue your children education then which problem are you facing?**

*I have already mentioned above*

**Who will take major decision making role to enroll the child education? (to women member of family)**

*My husband decided at that time.*

**Is your decision valid to enroll the child in either Government or Private school?(women member)**

*No, whatever husband told, that was valid in family*

**Do you experience remittances played the positive role in increasing women literacy rate and decision making process?**

*In my family, remittance has not played the role to continue my daughter’s education. But, I have seen that daughter’s daughter in law, and even wives were continuing their education through remit sent by their father, brother and husband. I have also observed that many women’s were involving in women group due to freedom and less workload of agricultural sectors*.

**Appendix: II**

**Check List for Case Study**

1. **In your villages what sorts of opportunities do you get since remittances starts to come in to village (the most important opportunities like education for children)?**

*There are no of changes in to society. As a women group president I have seen in to society lots of changes. For example in educational changes, women capacity increases, its helps to increase women empowerment, way of living style, housing and land purchases.*

1. **Do you consider that remittances bring positive changes in to women education and how?**

*When people start to receive remittance in village has changed its skin. Peoples are aware about foreign income cannot be last forever so need to invest in to right sector so it can turned in to future regular earnings. Peoples are considering that educational investment and invest in to children education. For me women education is vital to change overall life standard of people. If we invest in to girl education they don’t need to be dependent in to anybody. There will not be any domestic violence in to society. Intellectual property cannot be destroyed. If we will be able to educate our daughter they will be capable to handle any problem they have face in to their life. If women are well educating in house all family can be delighted from their education. I focus in to women education. Remittance plays positive role in to women education as well as in to entire education system.*

1. **Before your family member travel to foreign country for employment did you educate your daughter if then which kind of school did you enrolled?**

*In our society, even in my family there is a trend to enroll girls in to government school and son in to private school but I have challenged this culture. It’s a very bad culture that we cannot come out from closed circle. Since peoples are started to migrate in to another countries for employment it bring positive change. I have enrolled my two daughter in to private school in district headquarter and son is studying in to local village school. I strongly advocate in to women education.*

1. **Do you ever experienced that you could not educate your daughter because lack of money?**

*In some cases i fells that what would be the consequences if my husband could not earn money? How I will be able to educate my children. There are bigger challenges now than ever before to educate my children. I am talking in regards to all fellow villager side even though I am much more secured them many others in this village. For now I don’t have any problem to provide opportunities to my girls for their education.*

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