



United Nations Economic and Social Council (ECOSOC)

AGENDA ITEM: REDUCTION OF BRAIN DRAIN

CHAIR BOARD MEMBERS: DEFNE BALAY, DENİZ AKIN

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1. LETTERS FROM CHAIRS

Esteemed Delegates,

Welcome to TBMUN 2022! Despite the challenges that COVID-19 has presented, I am very excited to serve as your president chair for the Economic and Social Council (ECOSOC) this year, face to face. Whether or not this is your first conference, I hope you will learn from each other and cooperate to have meaningful discussions on the issues at hand.

ECOSOC deals with a wide range of concerns having to do with economic matters and global problems. This committee will focus on decreasing the number of brain drain among all the nations. By reading this study guide, you will hopefully gain enough knowledge to begin the research process. With my deputy chair Deniz, we put this document together as a framework for understanding the underlying issues that will guide the conference. However, I strongly encourage you to do independent research in order to participate in informed debate.

While Model United Nations is just a simulation, the issues we will discuss aren't. We hope you will carry the skills and knowledge you build in this conference into the real world. Don't hesitate to contact either of us with any questions that may come up as you prepare for this conference.

Looking forward to compromises, resolutions, and respectful debate,

Best regards,

Defne Balay, Secretary General and President Chair of ECOSOC

Dear Delegates,

It is a pleasure to welcome you to the 2022 TBMUN conference. As a member of the board of the Economic and Social Council, we firmly believe that you will meet the expectations of the countries which you are appointed to represent in front of this prominent body of the United Nations. Please

note this guide only provides the basis for your investigation. It is your responsibility to find as much information necessary on the topics and how they relate to the country you represent.

The more information and understanding you acquire on the topic, the more you will be able to influence the Resolution writing process through debates (formal and informal caucuses), and the TBMUN experience as a whole. Please feel free to contact us if and when you face challenges in your research or formatting your speecher. We encourage you to learn all you can about your topics first and then study your country with regard to the selected topic: Reduction Of Brain Drain

We wish you all a satisfactory beginning while reading this study guide; may it be the beginning of a “constructive” procedure, during which you will accumulate knowledge, new skills and experiences to remember for a lifetime.

Kind Regards,

Deniz Akin, Deputy Chair of ECOSOC

2. PREFACE

Hello, delegates! This is the study guide for TBMUN 2022, ECOSOC Committee. MUN (Model United Nations) is a high school simulation of the United Nations (UN). MUN seeks to teach civics, constructive communication, globalisation, and multilateral diplomacy to participants. MUN allows students to act as "delegates" from UN Member States and take part in mock UN committees. They not only become involved and discuss today's pressing issues because of this encounter and make new friends. It is an international global phenomenon, being a widespread extra-curricular activity with a solid tradition and community in many countries.

Although it is important to know the Rules of Procedure, how to write a Draft Resolution or Working Paper, in the end delegates need to keep in mind they will be discussing a topic, a substantive issue. Therefore, delegates should understand that it demands prior research and knowledge not of the workings of MUN itself, but also of the topic being discussed. This document is meant to help delegates and provide guidance on how to approach the topic of reduction of brain drain.

This study guide begins with an introduction to the committee and to the topic of the debate you will be discussing. You will gain insight on some historical and current situations, as well as some guidance towards the different possible approaches. As such, you should read it with close attention, so that you know the directions that the debate might take. Having that said, please remember to, above all else, enjoy yourself during the TBMUN, to have fun and to meet new people!

3. ABOUT ECOSOC

Being at the heart of the United Nations, the Economic and Social Council is responsible for ensuring economic, social, cultural, and health matters as well as human rights and fundamental freedoms in many parts of the globe.

As the principal body of the UN, ECOSOC, through its meetings, is leaping forwards towards the global goal of Sustainable Development Goal 2030. In respect to the GA Resolution 61/16, the ECOSOC holds firm the mandate to coordinate the activities of the UN system and its specialised agencies; supervise the subsidiary bodies in the economic, social, environmental, and related fields; provide overall guidance and coordination to UN development system; promote a coordinated follow-up to the outcomes of major international conferences and summits in economic, social, and environmental and related fields (UN General Assembly, 2007).

In its work, the ECOSOC holds to the principles of inclusiveness, effectiveness, and transparency to generate a neutral working program.

4. DEFINITION OF KEY TERMS

Emigration: The act of leaving one's country of birth with the intent of settling elsewhere.
Human capital: knowledge, skills, abilities, and experience possessed by a group of people affecting their productive capacity.

Brain Drain: The emigration of highly trained, qualified or skilled people from a particular country to another; either for better pay, equipment, political stability or living conditions, thereby decreasing the human capital of the country which people emigrate from.

Brain Gain: When foreign professionals are moving to a country for better opportunities and conditions, thereby increasing the human capital of the receiving country.

Reverse Brain Drain: Form of brain drain where professionals move from a more developed country to a less developed country. These migrants may accumulate experience and improve skills abroad that can be useful in their country of birth.

Ratio of Physicians: the number of inhabitants in a country per physician (medical doctor). 1:500 means one physician per 500 inhabitants.

LEDC: Less Economically Developed Country; (a.k.a. developing country); this term indicates a country showing either a poverty level of income, a high rate of population increase, a substantial portion of workers employed in agriculture or unemployed, and/or a low portion of adult literacy. There is not a direct measurement for when a country is an LEDC, but more than half the countries of the world are widely considered LEDCs.

MEDC: More Economically Developed Country; (a.k.a. developed country); whose countries whose economy is characterised by large industrial service sectors and advanced technological infrastructures.

5. INTRODUCTION

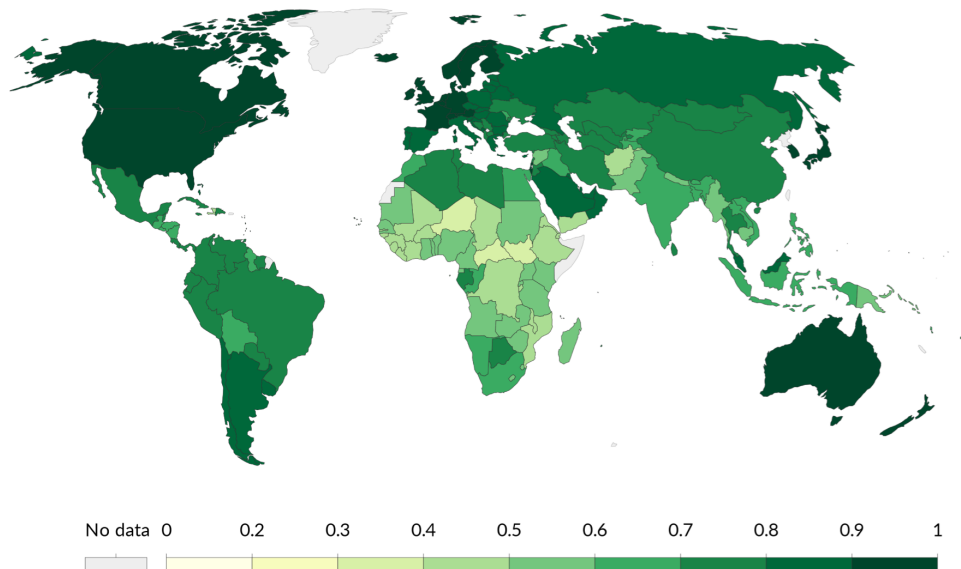


Figure 1: World map representing Human Development Index (HDI) categories

The issue of brain drain, which is becoming increasingly alarming, occurs because of different factors such as unstable political conditions, reservation system (which consists in the facilitation of people belonging to higher classes in education, jobs and promotions), low standards of living, poor health conditions and lack of good employment opportunities or facilities.

The migration of a country's human capital, which may have otherwise benefited their country of birth and contributed to its economy and improvement, results in major problems such as loss of talent and quality, political disturbances, large financial losses, lack of healthcare capacity (especially in the case of migration of doctors and engineers). Consequently, it increases the imbalance in the economic and social prospects of the different countries around the world: the already rich and developed nations grow richer while the underdeveloped ones stay poor. Brain drain is an issue for a majority of countries, but the LEDCs are suffering the most.

The LEDCs are lowest in the Human Development Index (HDI) as well as in other measurements such as employment opportunities; which leads to a tremendous human capital flight to the MEDCs. Furthermore, the LEDCs are in a necessary process of growth, which is undeniably inhibited by brain drain. Therefore, combating the issue of brain drain in the LEDCs is of the utmost importance.

6. BACKGROUND INFORMATION

Human capital flight (an early expression for brain drain) first emerged as a major public concern in the 1940s, when high numbers of European experts emigrated to the USA and UK.

In 1972, about 6% of the world's physicians (140.000) were located outside their home country, mainly in the USA, UK and Canada.

In 1979, the World Health Organization (WHO) carried out a detailed 40-country report on the magnitude and flow of international migration by health professionals. According to this report, nearly 90% of all emigrants were moving to five countries: Australia, Canada, Germany, UK and USA.

In 2000, about 175 million people had been living abroad for more than a year: about 65 million of them were economically active.

However, the lack of reliability of data and the problem of distinguishing 'permanent' migrants from 'temporary' ones still exist, and brain drain is only more common than ever. At present, countries such as India, Pakistan and Russia are suffering from this problem and losing their human capital extremely rapidly. As a matter of fact, India is currently deprived of around 3 percent of its skilled professionals (including teachers, doctors, engineers, scientists etc.) to developed nations like the USA.

Young, educated, healthy individuals are most likely to pursue higher education and economic improvements abroad. Most doctors obtain specialised qualifications during their stay in the host country. Half of the foreign-born graduate students in France, UK and USA do not return to their home country after having completed their studies. In 1995, in fact, of all the doctoral graduates in science and engineering in the USA who came from India, 79 % decided to remain in the USA. Similarly for graduates who were born in China 88% decided to stay in the USA.

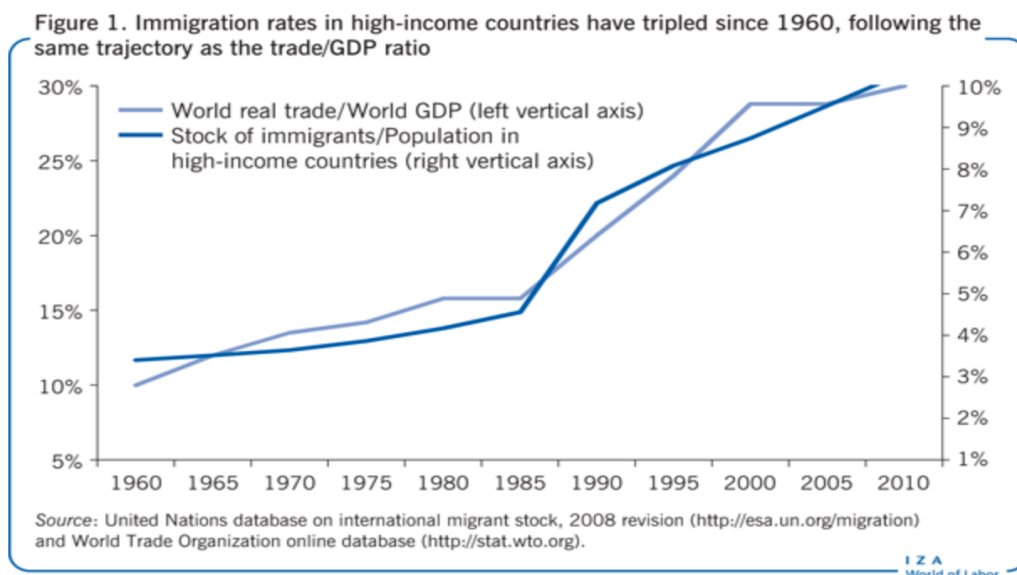
In most cases, the "donor" country is not only decreasing its investment in education in the medical field, but also experiencing great losses in numbers of professionals to offer health care. In fact, as a country loses its talents, its progress slows down due to the lack of the highly skilled workforce, which has left the nation. For example, the ratio of physicians to patients in India is 1:2083 compared to the USA where the ratio is 1:500.

7. DISCUSSION OF PROS AND CONS

Key trends in high-skilled migration

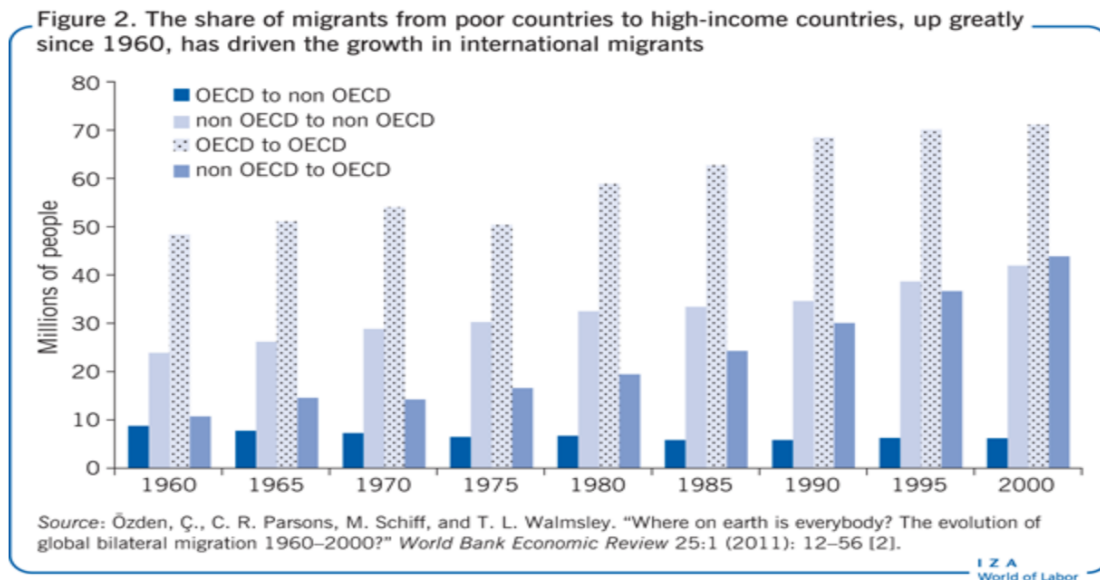
According to the United Nations Global Migration Database, the number of international migrants increased from 75 million in 1960 to 214 million in 2010. This parallels the growth in the world population, so the world migration rate increased only slightly in relative terms, from 2.5% to 3.1% of the world population. The major part of this change is artificial and due to the break-up of the former Soviet Union, when what was once the internal movement of workers became reclassified as international migration after 1990. Overall, the share of international migrants in the world population has been stable for the last 50 years.

But the picture changes when the focus is narrowed to migration to developed countries. The proportion of international migrants residing in high-income countries relative to the total in all possible destinations increased from 43% to 60% between 1960 and 2010. As measured by the proportion of the foreign-born in the total population of high-income countries, the average immigration rate to these countries has tripled since 1960 and doubled since 1985. The increase has followed the same trajectory as the ratio of trade to gross domestic product (GDP) (see Figure 1).



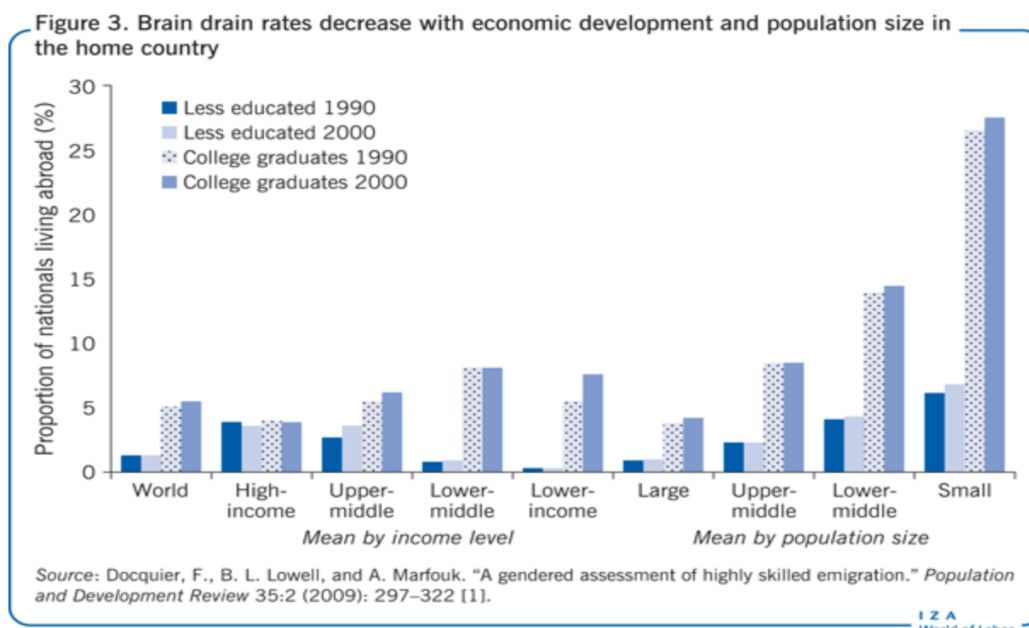
More of these migrants are coming from non-OECD countries. Indeed, a database of global bilateral migration published in 2011 reveals that as of 2000, migration between developing countries still dominated the global migrant stock: at 72.6 million people, migration between developing countries constituted about 45% of all international migration (see Figure 2).

Next came migration from developing to developed countries (55 million, 34% of all migrants) and then migration between developed countries (28 million, 17%). But the growth in the number of migrants was driven largely by emigration from developing countries to developed countries, which increased from ten million to 55 million between 1960 and 2000, faster than trade.



Emigration rates of high-skilled workers exceed those of low-skill workers in virtually all countries (see Figure 3). The skill bias in emigration rates is particularly pronounced in low-income countries (see What drives the brain drain, and how can we quantify it?). The largest brain drain rates are observed in small, poor countries in the tropics, and they rise over the 1990s.

The worst-affected countries see more than 80% of their “brains” emigrating abroad, such as for Haiti, Jamaica, and several small states with fewer than one million workers. About 20 other countries are losing between one-third and one-half of their college graduates. Most are in sub-Saharan Africa (such as Liberia, Sierra Leone, and Somalia) or Asia (such as Afghanistan and Cambodia). A few are small, high-income countries (such as Hong Kong and Ireland).



8. MAJOR COUNTRIES INVOLVED

The countries suffering the most from brain drain are LEDCs.

The majority of them is located in Africa:

Nigeria: Nigeria is struggling with brain drain, which causes a conspicuous number of trained and skilful personnel, especially in the medical field, to leave the country. In fact, the development in the medical sector has further lowered the physician-patient ratio in Nigeria from 1:4000 to 1:5000, with the World Health Organization (WHO) fixing the recommended ratio at about 1:600.

Kenya: Kenya is suffering, as other LEDCs, from the migration of intellectuals. The push factors which have led to the exile or flight of writers, activists and other professionals are political instability, corruption, lack of security due to organised gangs and post election violence, poor working conditions, low salaries and few opportunities of employment. Nowadays around 51% of the country's physicians have migrated to more appealing countries.

Ethiopia: Ethiopia represents one of the most serious examples of countries suffering from brain drain, in spite of its huge number of experts, in particular in the medical field. Recently, a research presented to the National Symposium on Ethiopian Diasporas revealed that 75% of its experts have been fleeing to other countries during the past 10 years, leaving behind too few scientists, doctors and engineers to fill the available positions.

Gambia: About 63% of its experts and professionals have left Gambia in search of better solutions. This issue is costing huge amounts of money, invested in human resource development over several decades.

Somalia: The educated and trained professionals, who should contribute the most to the region's advancement, are leaving to seek better opportunities in Western countries, knowing that since 2014 more than 4000 deaths have been recorded (the majority of migrant's fatalities are still unrecorded) each year on migratory routes.

Bangladesh: Brain drain is becoming an increasingly alarming issue in Bangladesh. In fact, according to the statistics, 65% of the newly-graduates in the medical field seek jobs abroad causing the country to lose about 200 doctors per year. Moreover, a study carried out by the World Economic Forum revealed that, among people from 15 to 29 years old, more than 80% would prefer to migrate.

Haiti: One of the main reasons for brain drain in Haiti is the fact that foreign policies (such as the twenty years abusive occupation by the US during the twentieth century) that were enforced placed the inhabitants' lives in danger. Due to a rising fear, professionals have been seeking better life conditions and workplaces in developed, or at least developing, countries. Human capital flight has affected both the political development and the economic development. On the political side, the policies and means needed by Haiti to tackle the problem don't exist yet, while as far as the economy is concerned, the output of human capital is not enough to sustain the lack of professionals who moved towards other countries. Education has been influenced by brain drain the same way it has caused it: through the absence of necessary educational resources.

9. UNITED NATIONS PREVIOUS INVOLVEMENTS

In the past decades, the United Nations have tackled the issue of brain drain in many ways.

UNOMOZ, which stands for United Nations Operations in Mozambique, is an example of the UN involvement. UNOMOZ was a UN peace mission in Mozambique in 1992. That year the UN Secretary General submitted to the SC (Security Council) a report aiming at guaranteeing security. As a consequence of the achieved security, many experts and highly qualified professionals decided to abort their plans to flee overseas.

The International Convention on Migrant Workers and its Committee held its first session in 2004. It is formed by a body of independent professionals that monitors implementation aiming at safeguarding workers' rights from potential violation.

10. POSSIBLE SOLUTIONS

It is important to understand the issue of brain drain and how it affects the world and global prosperity. Long-term solutions are needed to make an actual difference in the conditions of the LEDC nations.

A) Long term government intervention

Government intervention could improve job prospects for highly educated youth in their country. New business sectors could be funded and encouraged by long term public-sector policies. Long term programs of intellectual exchange students and professionals between LEDCs and MEDCs, could be established by the governments, though it would need total approval by the country's political sector. Encouraging to reverse brain drain in MEDCs could also aid in preserving the LEDCs long-term stability of human capital and general vitality. This would result in increased technical and scientific knowledge in the country in general, helping develop a stronger nation.

However, government intervention is a financially expensive path, to increase the living conditions for highly trained, qualified, or skilled people, and decrease the sentiment for emigration.

Furthermore, it can be questioned to what degree governments should interfere in the individual's choice of education and employment. Though the degree of interference from a government can be discussed, no individual can be forced to take an education or live in one country instead of another.

B) International cooperation

The usage of International Communication Technology (ICT) could be promoted in aspects of not only knowledge sharing, but also developing job-opportunities on long distance terms (something that the current COVID-19 era proved efficient all over the world). The affected countries could set up a network with emigrated men and women to prevent communication loss and help to regain contact, in hopes of receiving remittances for family members. Thereby, increasing the number of people who voluntarily return to their country of birth after ending their education. An international cooperation between the countries of origin and the countries of destination for the brain drain population, can limit the damage in the drained country.

11. 5 STEPS TO PREVENTING BRAIN DRAIN IN YOUR ORGANISATION

When a key employee decides to leave your organisation, a million thoughts fly through your head at once: Why is this employee leaving in the first place? Was there anything you could have done to prevent his departure? And, of course, what will you do without him?

If that employee had unique expertise in a specific area, losing him could be a serious threat to your organisation. Don't let important institutional knowledge slide out the door on that employee's last day! Instead, develop a culture that values the effective and continuous transfer of knowledge so the loss of one employee doesn't bring your company to a standstill.

You Need a Culture That Supports Knowledge Transfer

An employee serving notice isn't the only scenario in which you may need someone else to understand a key process or how to operate a critical system. What if your office manager falls ill, leading you to fall behind on accounts payable? Someone on your team should be able to step up and address the situation to keep your company from getting hit with late fees. If your business suddenly experiences rapid growth, you'll need processes in place to allow you to transfer knowledge and continue to scale quickly.

The best thing you can do to prepare for these situations is to develop a culture that supports the ongoing transfer of knowledge. Here are some ways to keep employees engaged in the knowledge-sharing process:

1. Develop a culture of support. Long before you ever need one employee to transfer knowledge to another, you should work on developing a company culture that's supportive of these types of efforts. Show that you value continual learning and people's ability to step in during a crisis. Both the trainer and the trainee should feel that their efforts are recognized and appreciated.
2. Create a checklist. As I described in a previous article on knowledge transfer, helicopter pilots go through a checklist of specific procedures before they take off. The same thing should happen during any knowledge transfer. Make a list of skills, processes, and anything else that's important to a specific role, and use this checklist to guide training and to ensure consistency and repeatability.
3. Give learners time to transition. If an employee quits suddenly and forces you into an abrupt knowledge transfer, that's a less-than-ideal situation to be in. In the best-case scenario, you'd give learners plenty of time to shadow the employee they're learning from, ask questions, and gain hands-on experience for a smooth and comfortable transition.
4. Provide the right tools. While it's sometimes good to let the departing employee help find his replacement, it's more important that he feels comfortable in his role as a teacher. Remember: You're essentially asking someone who's been a doer to become a teacher, and the transition isn't always easy. To position your team for success, train the trainer, and give him the necessary tools to teach what he knows.
5. Test the process. Don't let the day of departure be the first time you test your process. Create simulations that force people to temporarily jump into new roles. Throughout the year, this happens naturally when people go on vacation. If a certain employee's function comes to a grinding halt while she's away, that may indicate that you have a gap in your system.

Ultimately, preventing brain drain and keeping your company's collective knowledge intact rests on your culture and the value you place on people engaging in these types of behaviours. By supporting your team's efforts to share their insights, you'll keep all the knowledge where it belongs and ensure that your new employees are able to pick up the torch and run with it.

12. QUESTIONS A RESOLUTION SHOULD ANSWER

- How do we combat the issue of Brain Drain and minimise the problems arising in the LEDCs as a result of Brain Drain?
- How to ensure that highly educated individuals **return to their countries** of birth after the end of their studies?
- Shall the MEDCs play an active role in the help of decreasing **Brain Drain** in the LEDCs, or is it up to LEDCs themselves to combat the issue?

*(The MEDCs who benefit from **Brain Gain**, lose some of their human capital when Brain Drain from the LEDCs are decreased, which should also be considered when answering the question above.)*

13. USEFUL LINKS

It is highly recommended that you complement this study guide with your own research. The following links are a few examples to get you started.

Brain drain in Africa;

https://www.researchgate.net/publication/303984720_Brain_drain_in_less_developed_countries_Africa_in_focus/

LDC; Least developed countries; the bottom of the LEDCs;

https://en.wikipedia.org/wiki/Least_Developed_Countries/

Can brain drain have a positive impact;

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1275994/#!po=0.892857/>

Brain drain (Human capital flight) description;

https://en.wikipedia.org/wiki/Human_capital_flight

Committee of migrant workers;

<https://www.ohchr.org/EN/HRBodies/CMW/Pages/CMWIntro.aspx>

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https://www.investopedia.com/terms/b/brain_drain.asp

<https://www.jstor.org/stable/41821955>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1275994/>

https://en.wikipedia.org/wiki/Reverse_brain_drain

https://en.wikipedia.org/wiki/Human_capital_flight