

# THE ISRAELI BRAIN DRAIN AND IT`S CAUSES

*AMOUN-HABASHI Manal*

*ACADEMY OF PUBLIC ADMINISTRATION*

*UNDER THE PRESIDENT OF THE REPUBLIC OF MOLDOVA- AAP*

## **Abstract-**

The phenomenon of brain drain is a global phenomenon which leads to many losses to the “ brains” exporting countrys. Such losses would, without doubt, adversely affect the economic, education, and social developments in multiple aspects, which is reflected in economic and educational stagnation instead of the planned growth, along with the financial resources spent on the „migrants brains” prior their emigration, which could be utilized in other aspects and fields especially in the developing countries that suffer from limited financial resources.

Hence, the author is writing this article in order to present recent data, measures and analyzis, specially the reasosns and causes related to the Israeli brain drain, and it`s effects on the Israeli education and economic fields especially on the Israeli labor market.

**Keywords:** Brain drain, human source migration, expert staff and employees, labour market, financial resources, growth.

The phenomenon of brain drain is a global phenomenon that is severely affecting economies and the education fields in many countries around the world, especially developing countries. Actually, their losses are doubled due to the loss of expert staff and employees, alongside the large amounts that are spent on their training and specialization.

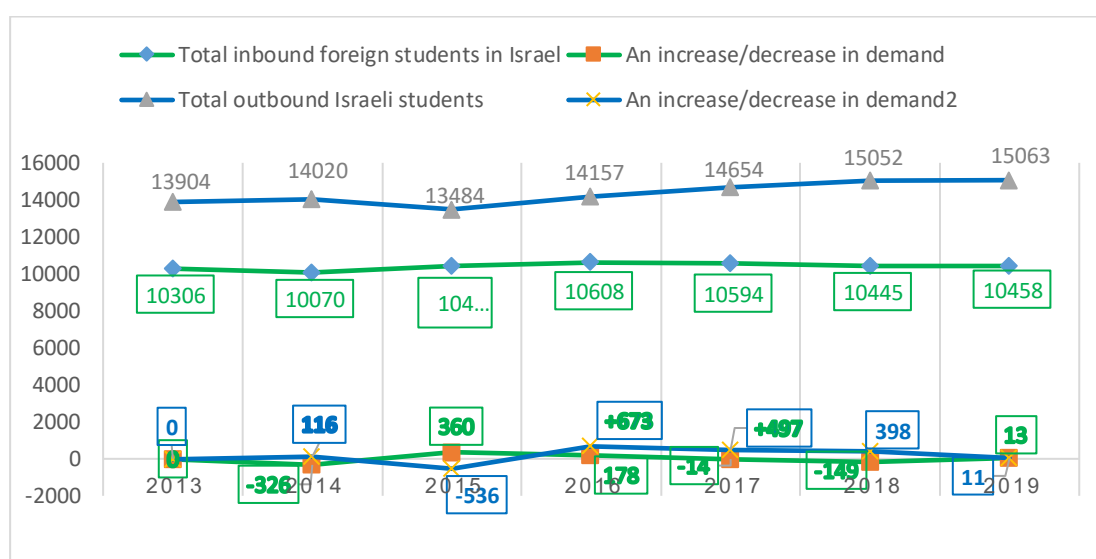
The “Israeli Brain Drain” is related to the Israeli students, lecturers, professionals, researchers and specialist employees in all specialists who remained abroad for either studying or/and working for three years and more. In recent years the phenomenon became a struggle combined with several factors for the return of the "Israeli brains", but the results are still far from being impressive. Although the responsible bodies are taking steps and actions according to structured and budgeted plans, in order to bring back the "Israeli brains", currently we still cannot see the light at the end of the tunnel [2, 6].

Actually, the state of Israel is one of the countries that is deeply affected by this phenomenon, and due to the growing losses generated by the Israeli labor emigration and brain drain, measures and policies should be readopted to stop this drain by addressing the direct and indirect causes of the Israeli brain drain or rather, to empower and preserve the existing properties of the Israeli brains, along with the building of plans and strengthening the efforts to bring back the brains that have already drained.

Actually, the commercialization of senior faculty standards, the lack of advanced research infrastructures, and significant wage gaps have led more and more Israeli scientists to move to research institutions abroad. Most of them go abroad for post-doctoral training since in Israel there are not enough standards, and because of research possibilities and wage differences.

If so, it is important to discuss and analyze all the affecting and affected elements related to the discussed phenomenon, and to propose practical and operative solutions [3, 13].

According to the Central Bureau of Statistics, the Higher Education Council, and cross-checking data against UNESCO'S tables, the percentage of Israeli students that are studying abroad is very high compared to the total number of students enrolled. It's about - **15,210** students per a year (2019) [7].



**Fig. 1. The Israeli Total Inbound and Outbound Students 2013-2019**

The source: Made by the author from sources [8, 11]

We identify an increased demand of the total outbound Israeli students for studying abroad- increase of +1159 students between the years 2013-2019.

**Actually, the main reasons for academic mobility according to Alder are:**

1. To broaden their experiences by studying and living abroad for the study period.
2. To widen their academic horizons and thereby to reappraise their goals- studying and occupational goals.

3. To enhance personal and intellectual maturity through inculcating flexibility, cross-cultural communication skills, the ability to adapt to new circumstances, resilience, and to deal constructively with new situations, changes, and differences.
4. To provide an opportunity to experience a different perspective on their academic subjects abroad specially in terms of globalization, which can academically and socially enrich the student's university experience, broaden the student's perspectives and enhance his or her employment prospects.

Cohen- Goldner describes the reasons for the Israeli student's academic mobility as an experience for the student, alongside similar content categories such as personal motivation and the desire for pleasure and fun. As some students emphasized, due to the fact that they do not have professional or marital commitments, it is time for experiencing this desire. Therefore, we perceive that the students' age (21 years old on average), marital status (Most of them are single), and stage in their education (The main part is undergraduate students, and less master's and doctoral degrees) are the main reasons [15].

The majority of the students indicated that their academic motivation was the main motive. Also, the desire to learn and improve another language, the desire to specialize in a particular interest field, are important elements that were identified. Among these elements, professional motivations appear less strongly while others pointed out elements such as the desire to have an international career, learning other ways of doing business, and opening professional tracks [12].

Actually, according to Wolinsky [17], there are advantages and disadvantages to the demand for Academic mobility.

**Table 1. Academic mobility by Area 2012 - 2019**

The Academic Year	North America and Western Europe	Central and Eastern Europe	Jordan	The Palestinian authorities
2011-2012	7510	2619	2215	1633
2012-2013	7561	3013	2316	1808
2013-2014	7510	3227	2349	1916
2014-2015	7511	3034	2651	2210
2015-2016	7498	3215	3151	2706
2016-2017	7572	3641	3040	2811
2017-2018	7611	3689	3233	3206
2018-2019	7705	3698	3124	3340

Source: Made by the Author from sources [5, 8]

1. It's obvious that the Israelis' student demand for academic mobility is relatively high, and there is a trend of increased demand to the United States despite the high tuition fees and high costs of living. The average tuition for academic studies in the United States is 10,000- 55,000 USD for one academic year in accordance to the specific institution, and the average costs of living is 1000-2000 USD for a month.
2. In Eastern Europe, the countries with high demand for academic mobility from Israel between the years 2011 – 2018 are: The Republic of Moldova, Romania, Hungary and Slovakia. Actually, the most significant increase in demand were in Romania- increase of 2276 students (371%) between the years 2011 and 2019, and in the Republic of Moldova- increase of 816 students (61%).
3. There is a trend of an increase in demand for academic studies in Jordan and in the Palestinian Authority's` universities. The studies there are in English and they are offered to the Israeli Arab citizens. It's important to note that the Israeli

Licensing Exams' success rate of students of health trajectories studying in Jordan and in the Palestinian Authority's` universities is very high, while the tuition fees in Jordan and in the Palestinian Authority's` universities are very high- it`s about 28,000-32,000 \$ for one academic year. Most of the students come from rich Arab families, and they study mainly medicine, software engineering, law, dentistry, and nursing.

It's obvious that while some countries are with a largest amount of demand such as the Palestinian authority, Jordan, Romania, USA and Moldova, other countries are not attractive for Israeli students such as East and South Asia, and South America. Actually, the Israeli high demand for academic mobility causes a very high monetary loss mainly due to the high financial expenses that Israeli students spend on their studies abroad.

We can summarize the **reasons** for the brain drain and academic mobility from Israel according to the following table:

**Table 2. The relevant reasons for the decision to emigrate from Israel**

The reason	The relevance of the reason in scale ranged between 0-10, while: 0- The index is not relevant at all 10- The index is highly relevant
The Education system.	8.3
Looking for good and better studies.	9.6
The Commercialization of senior faculty standards, and the lack of infrastructure and advanced research.	7.2
Many obstacles in the Education system, and difficult admission requirements in the Israeli universities.	8.3
Postdoctoral training period.	6
The low quality of children`s schools.	4.9

High level of unemployment by fields and specializations.	8.4
Looking for better career and better professional opportunities in other countries.	8.6
Getting better and high salaries and economic opportunities.	9.2
High level of taxes in Israel.	7.2
High costs of living in Israel.	8.1
Personal choices.	8.8
To live in the core countries, in the center of the world.	4.2
The provocative and unstable security situation within the State of Israel.	6.9
Political instability.	3.4
Quality of life.	5.8
Better standard of living in other countries.	8.4
Job of the partner.	5.5

Source: Made by the Author from sources [1, 15]

By looking at the table, we can see that the main reasons for emigration from Israel are Integrated and mixed together. these reasons are:

Looking for good and better studies, the high level of unemployment by fields and specializations, looking for better career and better professional opportunities in other countries, the low salaries in parallel to the high costs of living and the high level of taxes, the low quality of Academic education, and other personal choices. Actually, a lot of studies show that the beginning of the end will be available only by **salaries satisfaction**.

Although, only recently the wages in some of the Israeli fields have been raised such as the economic knowledge jobs and the computer fields, the low salaries are the main factor of the Israeli brain drain, and by comparing the average wage of

Israeli academics to other countries, no doubt the Israeli average wage is not high, and even lower than a large part of the OECD countries. When comparing salaries, that are the top priority of brain drain, the comparison can help us explain the trend of transition of academics to other countries, and only by getting salaries satisfaction we can see a glimmer of light at the end of the tunnel and begin think about returning the Israeli minds that had left their homeland.

The following figure presents the different professionals` salaries after 5 years of experience, between Israel and some developed countries in the fields: law, computer engineering and mathematics.



**Fig. 2. The average wages of professionals after 5 years of experience in specific fields in Israel and some developed countries for a month in US \$ - (2014 – 2020)**

Source: Made by the Author from sources [4, 5, 9, 10]

From the figure, it's clear that the average wages of Israeli professional are much lower than the wages of parallel workers with the same professionalism in developed countries. Developed countries offer mobility to the most skilled Israeli workers and attract them by the high salaries they can earn there.



Actually, these attractive salaries and conditions offered by other countries for outstanding researchers and professionals have a direct negative impacts on the Israeli academic institutions level, research performances and selected sectors and fields, and make it difficult for the Israeli responsible bodies to cope with the Israeli academic brain drain.

Actually, the Israeli brain drain phenomenon presents a bleak picture of the high academic education in Israel, and in the last decade, the largest Israeli brain drain of academics was to the United States [14, 16].

### References-

1. BANA, L. *Brain Circulation, the Phenomenon and Challenges*, *European Journal of Interdisciplinary Studies*. Vol.4 Nr.1, 2016.
2. BEN -DAVID, D. "*Clean Head*" - the phenomenon of "brain drain" academics from Israel, Tel Aviv: press by the Department of Public Policy at Tel Aviv University, 2006. 189-230 p.  
Disponible: <https://www.tau.ac.il/~danib/econ-rankings/BrainDrained.pdf>. (In Hebrew)
3. *Brain Drain across the Globe*. Country Case Studies, Mario Alberto Aráuz Torres, Urszula Wittchen. ©2017[ Date of visit: 2.8.2019]. disponible: <http://freedownloadb.com/doc/analysis-of-global-trends-in-brain-drain-b-and-gain-6606697.html> .
4. *Brain Drain & Brain Gain*, web-site Causes and Consequences of Brain Drain. © 2016 [Date of visit: 22.5.2018]. disponible: <https://www.israel-braingain.org.il/uploads/attachments/6676/ww>
5. *ECONOMIC INNOVATION GROUP*. The New Map of Economic Growth and Recovery, 2016. disponible: <https://eig.org/recoverymap#mapReport>, accessed March 8, 2019.
6. GOOS, M., MANNING, A. *Lousy and lovely jobs: The rising polarization of work in Britain*, *The review of economics and statistics* 89.1, 2007. 118-133 p.
7. GURI – ROSENBLIT, S. *Trends in Access to Israeli Higher Education, 1981-1996: From Privilege to Right*, in *European Journal of Education*, 1997. 321-341 p. ISSN: 01418211
8. "*Haarets*" – *Economic Journal* - Internet article that shows the presences of the Israeli students. ©2017 [Date of visit: 16.7.2019]. disponible: <https://www.haaretz.co.il/>

9. *Higher Education in Australian Government*- Data web-site. ©2017 [Date of visit: 22.8.2019]. disponible: <http://www.australia.gov.au/information-and-services/educationand-training/higher-education>.
10. *Information about Brain Drain from Russia*. "Russkiymir" web-site. © 2018 [Date of visit: 2.2.2021]. disponible: <https://www.russkiymir.ru/en/>
11. *International Association of Universities web-site*. ©2017[Date of visit: 8.3.2019]. disponible: <https://iau-aiu.net/>
12. LEVI, E. *Knesset Research and Information Center, Description and Analysis of the Higher Education Budget in Recent Years*, October 2013.
13. MARCEAU, J. et al. *Innovation agents: the inter-country mobility of scientists and the growth of knowledge*, Copenhagen: DRUID Denmark, 2008. 19-22 p. disponible : [https://www.researchgate.net/profile/Jane\\_Marceau/publication/228351978\\_Innovation\\_agents\\_the\\_inter](https://www.researchgate.net/profile/Jane_Marceau/publication/228351978_Innovation_agents_the_inter).
14. MEYER, JB., BROWN, M. *Scientific diasporas: a new approach to the brain drain, Management of Social Transformations*, Discussion paper No. 41. Paris: UNESCO, 1999.
15. MORRISON, C., MURRTIN, F. *The Kuznets Curve of Education: A Global Perspective on Education Inequalities*, London: Centre for the Economics of Education, London School of Economics, 2010. 777- 780 p. ISSN: 2045-6557.
16. TEICHLER, U. *Careers of University Graduates: Views and Experiences in Comparative Perspectives*. Dordrecht: springer- Higher Education Dynamics – 17, 2007. 3 p. ISBN: 13978-1-4020-5926-1.
17. YEMINI, M. *Implementation of the Bologna process in higher education in Israel*, Jerusalem: Taub Center, 2014. 3-9 p. disponible: [http://taubcenter.org.il/wpcontent/files\\_mf/h2014.01internationalizationofeducation.pdf](http://taubcenter.org.il/wpcontent/files_mf/h2014.01internationalizationofeducation.pdf)