

**HOW DOES THE STATE OF ISRAEL TRY TO DEAL AND COOP WITH THE  
PHENOMENON OF BRAIN DRAIN AND ACADEMIC MOBILITY?**

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**Abstract-**

*The international migration of highly qualified labor resources so-called "brain drain" is in the background a shadow of financial, commercial, educational, scientific, technical, environmental, and other planetary processes, and national and international researchers agree with the fact that, "brain drain" from Israel is in its essence a negative phenomenon for the development of the country and for its place in the world community.*

*The proposed article aims to present the phenomenon of the Israeli brain drain and academic mobility, the strategies and policies that the government of Israel and related bodies have adopted in this regard, it's negative consequences on the academic, employment, and economic fields, and offering a comprehensive national model which aims to address the discussed phenomenon and minimize its dimensions. If so, the author adopted qualitative and quantitative formulations and data for the determination of the conclusions.*

*Actually, although the Israeli government declared its intention to combat and minimize the dimensions of the Israeli brain drain and academic mobility, there were no impressive results. If so, the author offers recommendations and an innovative, comprehensive, and original economic model, which will lead to an even partial solution to the discussed phenomenon.*

**Keywords:** *Brain drain, Academic mobility, academic-economic model, globalization, labor market.*

## 1. Introduction-

It's important to note that, the scientific and technological revolution caused qualitative changes, new features, and in addition to international education migration which also led to students' migration, due to the integration of the employment system, which offers students from different countries to integrate into the employment market in parallel with their studies, what causes them not to go back to their homelands.

Using the globalization of the labor market in terms of supply and demand for qualified specialists, developed countries actively use foreign resources of professionals. Starting with the fact that foreign students are attracted, which constitute a significant part of those who study at the universities of most industrialized countries, to the point that transnational corporations increasingly focus on highly qualified personnel from different countries, with the aim of expanding production and guaranteeing high-quality products. All this generates and stimulates the migration of intellectuals or "brain drain".

## 2. Literature review- the existing situation-

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 [8, 12]. If so, the Israeli government declared its intention to combat and restore the Israeli "brains" by adopting various reforms, projects and programs academically and economically, but there were no impressive results. The "Israeli minds" didn't return to Israel, and even more and more Israelis were looking for studies, careers, and life outside of the Israeli borders [13]. Actually, we can summarize the **reasons** for the brain drain and academic mobility from Israel according to the following table:

**Table 2.1 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

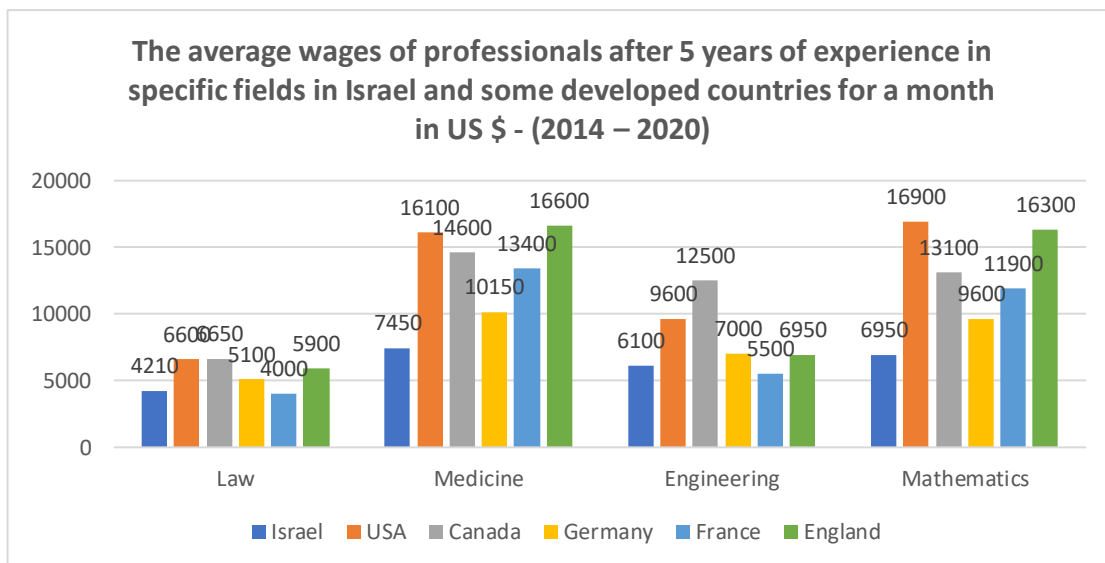
Source: Made by the Author from sources [1, 7]

According to table 2.1, the main reasons for emigration from Israel are Integrated and mixed together. these reasons are: many obstacles in the Education system, and difficult admission requirements in the Israeli universities what led the Israeli students to look for good or better studies out of the Israeli borders, the high level of unemployment, the low salaries in parallel to the high costs of living and high level of taxes, looking for better careers and better

professional opportunities in other countries alongside with other personal choices such as better standards of living in other countries. Actually, according to the presented and analyzed data, the beginning of the end will be available only by salaries satisfaction [1, 2, 4, 9].

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. 2.1 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 [2, 4, 6, 7]

From figure 2.1, 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 impact 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.

As a result of the Israeli Brain drain, organizations and industries lose valuable professionals, researchers, and intellectuals, which means the departure of doctors, scientists, researchers, engineers, financial and others, which caused double harm: on the one hand, emigration leads to expertise lost, and so diminishing the supply of that profession, and on the other hand, the country's economy is harmed because each professional represents surplus spending units.

In fact, the government's formula which was designed did not do well, since the involved institutions and related bodies did not do enough in this regard. The state of Israel, represented by its responsible bodies, that was supposed to take massive responsibility and treatments for the education of its citizens, its economic growth, social security, and political stability, in order to decrease the dimensions of the brain drain phenomenon didn't do enough, and the steps that were taken were not sufficient. The issues related to the phenomenon were very partially treated, and students that were looking for a way of a better life in various aspects looked for alternative ways to get it, especially by leaving to other countries. Therefore, the author thinks that comprehensive and overall treatments should be found, implemented, followed, and monitored for the direct and indirect Israeli brain drain causes, otherwise the economic, employment, academic and other fields may deteriorate further [3].

Nevertheless, various institutions and bodies were able to introduce changes and practical moves in this regard, even partially, in order to reduce the dimensions of the brain drain phenomenon, and actually, the demand was stabilized to some extent according to the number of applicants for academic studies, but there is a need to do much more in this regard. The relative level of demand maintained stable over the years, ranging between 5.4% and 4.8%, except in 2001, it reached about 9.1% (probably due to the increased demand for studying in Latvia State).

### **3. Data sources and used methods-**

In the proposed article, the methodological support includes various methods of analyzing data and drawing conclusions while making international comparisons. Within the methodological methods, abstraction was made to the economic and educational concepts which deal with the academic mobility and brain drain in different countries including Israel .

Actually, analysis of leading academic studies, professional opinions of researchers from Israel, from the Republic of Moldova and from other countries, alongside the implementation of the analyzed methods, were contributed to the creation of an economic-academic initial model and applicable recommendations.

#### **4. The results obtained-**

##### **Effective dealing with the Israeli brain drains phenomenon - Practical solutions and recommendations!**

In light of the facts presented in the previous sub-chapter, what is important is the mutual contribution and cooperation between countries around the world, regarding the economical, educational, and social needs, at the local and overall global levels. At the local level, also the various needs and interests of the Israeli students and specialists that have decided to leave the country should be taken into account in order to decrease and minimize the detentions of the Israeli phenomenon of brain drain and the related negative effects.

If so, and alongside these moves, the author saw fit to propose **an initial and innovative academic-economic model**, which seeks to offer comprehensive and inclusive solutions, including operational measures that the responsible and related bodies should take, in order to provide a local response to all "Israeli minds" what makes them stay, study or/and work in Israel, to bring back the Israeli minds, and even to offer attractive studies and employments in global levels, which attract foreign students to come, study and work in Israel.

Actually, the strategy for developing a policy and an overall model aims to stop the demand of the Israeli students and academics to study, work and live outside of Israel, and intends to deal with the existing situation by suggesting solutions to the main causes of the Israeli brain drain and academic mobility [5, 10, 11].

##### **The proposed model:**

The synthesis of the worldwide phenomenon, the strategies and solutions that were adopted in different countries around the world for dealing with the discussed phenomenon, along with sharing related and responsible bodies in the state of Israel, served as the cornerstones for the proposed model as detailed below in table 4.1.

The responsibilities of the related ministries and bodies for the operating, financing, and supervision of the implementation of the **model** are presented in **table 4.1**, as follows:

**Table 4.1. The responsibilities of the ministries and bodies related to the operation, financing and supervision of the implementation of the model**

<b>The related ministries and bodied are responsible for:</b>					
<b><u>The Ministry of international relations-</u></b>	<b><u>The Ministry of truism-</u></b>	<b><u>The Ministry of finance-</u></b>	<b><u>The Ministry of education-</u></b>	<b><u>The Government-</u></b>	<b><u>The local Municipalities</u></b>
Promoting International programs, getting advantages of the stay of Israeli students and specialists abroad and of foreign students and specialists in Israel, and developing relationships and collaborations with foreign countries.	Refreshing and upgrading the marketing system and "student tourism" regulations.	1-budgeting and financing the model. 2-Raising the salaries and improving the academic conditions. 3-The allocation of a larger quota of standards and. 4-Providing economic benefits and all kinds of discounts and facilitation. 5-Increasing the number of academic positions. 6-Increasing the research grants and the sources of funding. 7-Budgeting a part of the foreign students' tuitions and all that accompanies. 8-Increasing the number of universities.	1-An immediate reform in order to upgrade the higher education system and compete with parallel systems in countries around the world. 2- Increasing the dimensions of productivity in research and development and the rate of academic growth, and increasing all measures of scientific influence. 3- Diverse student population by diversifying the study subjects and various faculties. 4- Academic institutions should follow and keep pace with the modern technology adopted in the developed countries. 5- Formulating recommendations and policy-making related to the careers that doctoral students choose.	1-Funding and increasing the research grants. 2-Enacting laws and regulations concerning aspects related to the model itself, as well as other aspects related to the responsibilities of the various bodies and ministries.	1-Raising awareness among students and their parents in everything related to academia. 2- Ensuring the arrival of as many foreign students as possible. So, they should take care of everything related to international programs.

Source: Made by the Author



## **5. Conclusions –**

What is important after distinguishing the positives, negatives, advantages, disadvantages, the contribution and cooperation between countries around the world regarding the matter of academic mobility and brain drain, is setting up a clear "formula" that takes into account the interests of the individual student or specialist that is looking anywhere for a better life and circumstances in the future. Moreover, the country should take a massive responsibility for the education of its citizens, to ensure economic, employment and political stability, and social security, while addressing and treating directly all the issues affecting and affected by the brain drain phenomenon whether directly or indirectly, in a hope that the dimensions of the phenomenon will be decreased since the phenomenon as a trend is alarming many governments including Israel.

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