BSMUNC

United Nations Educational Scientific and

Cultural Organization

Emigration of Intellectual Capital

Executive Directors

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Christopher Luna

Chair's Welcome Letter

Dear Delegates,

We would like to welcome you all, as members of your respective delegations, to this year's Bay Shore Model United Nations
Conference, UNESCO simulation. We are honored to serve as this year's two co-executive directors for BSMUNC's United Nations
Educational, Scientific and Cultural
Organization.

<u>United Nations Educational, Scientific, and</u>
<u>Cultural Organization</u>

The United Nations' Educational
Scientific and Cultural Organization, or
UNESCO, is an organization within the United
Nations Organization that from its conception,
has been responsible for the promotion of peace,
social justice, human rights and international
security through international cooperation on
educational, science and cultural programs
(overview).

educated migrants to be attracted to work in developing countries.

Issues such as poverty, access to primary, secondary and higher education, gender equity, and the development of technological sectors in developing countries are all issues that must be addressed before any major progress towards preserving a country's intellectual capital can be made.

This year's UNESCO Simulation will demand delegates to serve as true ambassadors to the countries they will be representing.

Sincerely,

Your Executive Directors,

Abby Cervera

Christopher Luna

Emigration of Intellectual Capital

The issue of emigration of intellectual capital, with a special regard to countries in the developing world, encompasses a variety of issues that must be dealt with if skilled labor is to be preserved in a country and for foreign

History of Committee

The United Nations Scientific and Cultural Organization (UNESCO), is a United Nations body created in 1945. Throughout the committee's history, UNESCO has worked to bring awareness about the importance of international cooperation and understanding when trying to solve issues related to scientific and cultural development (General Conference). UNESCO bridges the gap between education, science, and culture. As stated in The Constitution of UNESCO, the purpose of this committee is to "contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations" (Michel).

Over the past seven decades,
UNESCO has worked to foster creativity,
freedom of expression, international peace,
universal access to information, and
environmental improvement ("History"). It is
important to keep in mind the goals of the
committee, while trying to make steps

towards a better future. As we combat the problem of the emigration of intellectual capital, we must remind ourselves of the purpose of the committee as declared in November of 1945 to truly understand the importance of the problem we are being faced with: "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed".

Possible Solutions

Since the problem of the emigration of intellectual capital is truly a global issue, there are multiple factors that the committee must consider when trying to come to reach solution. A country's view on topics such as dual citizenship, blank, and blank will certainly become an important factor in deciding which solution their government would be most apt to sponsor.

One possible solution is the promotion of dual citizenship. Dual citizenship may provide incentives for highly educated people to remain citizens of their home country, while also being able to partake in the activities associated with being a citizen of the new country they move to. Efforts made by developed countries like the United States to make it easier for educated and successful immigrants to immigrate serve to undermine any attempt made by a

developing nation to retain skilled and educated citizens (Shachar). Encouraging nations to investigate the possibility of making dual citizenship legal may limit the damaging effects of the emigration of intellectual capital.

Though at first glance it may seem like the most effective way to prevent the emigration of intellectual capital is to simply restrict a country from allowing their citizens to emigrate, this is a clear violation of the United Nations Declaration of Human Rights. Article 13 states that "Everyone has the right to leave any country, including his own, and to return to his country" and that "Everyone has the right to freedom of movement and residence within the borders of each State" (Smith). It is the responsibility of the committee to make sure any solutions that are proposed do not violate these rights.

Bloc Analysis

Africa

African nations, especially those located in the Sub-Saharan region, often feel the effects of the emigration of intellectual capital most intensely. According to the International Organization for Migration, since 1990, 20,000 skilled Africans have been migrating to industrialized countries

annually (Hopkin). The emigration of doctors from these African nations has proved the most harmful, especially during the Ebola outbreak. In fact, Thirty-eight sub-Saharan African countries fall short of the minimum World Health Organization standard of 20 physicians per 100,000 people (Tebeje).

African nations to encourage "repatriation strategies", however few have proved significantly successful. These Sub-Saharan states have failed to address the reasons the skilled expatriates left, and thus immediate attempts for relocation have proved futile (Tebeje). Before any other progress is made towards solving the problem of the emigration of intellectual capital, it would be in the best interest of African nations to work to improve conditions for these skilled citizens. Improving working conditions and increasing opportunities for career growth are crucial.

North America

Nations in North America are quite split on the issue of emigration of intellectual capital. The United States continues to make efforts to encourage skilled and educated foreigners to immigrate to the United States. Legislators see the immigration of educated

foreigners as a key part of economic development.

In contrast, Mexico is negatively impacted by the emigration of intellectual capital. Efforts by developed countries, the United States in particular, to make immigration for scholars, scientists, and other skilled Mexican professionals easier have had a considerable impact on the remaining Mexican population. However, the biggest factors that cause the emigration of these educated individuals are low salaries, weak infrastructure, and little funding from the government in intellectual pursuits (Velasco).

Canada has also experienced the emigration of highly educated individuals into the United States. According to a study conducted by the Canadian Association of University Teachers, 8.2 Canadians with occupations in the fields of computer science, natural science, engineering, nursing, and medicine immigrate to the United States for every 1 American that immigrates to Canada (Velasco).

Europe

Recent economic crises in Southern Europe have only made the issue of the emigration of intellectual capital more evident. Unemployment rates in both Southern and Eastern Europe have caused "a professional staff exodus" to Western countries. According to a Portuguese economist, about 20% of young Portuguese emigrate to pursue their career elsewhere. Cuts to education and research budgets have become a significant factor that caused Spanish professionals to migrate, especially doctors and other specialized scientists (Patrutiu-Baltes). In order to solve the issue of the emigration of intellectual capital in Europe, significant strides towards decreasing unemployment rates must be made.

Latin America

Even though Latin America has recently become a magnet for European skilled labor due to Europe's current economic crisis, World Bank statistics show that Latin American countries are suffering from emigration of their intellectual capital just like countries in Africa have, even reaching 90 percent emigration in some nations.

With two of the world's fastest growing developing economies, Brazil and Mexico, Latin America must seek an outlet for creating larger quantities of high-skilled jobs in order to attract foreign intellectuals as well as keep their country's skilled labor-force (Latin America).

Asia

"For decades, Asia's best students flocked to Western nations in pursuit of

internationally-recognized degrees with many staying on to work afterwards. The issue, known as brain drain, hindered economic development in emerging Asia" (How Asia). However this trend is beginning to change as educational standards in Asian nations are being raised in order to keep up with Western educational standards.

Furthermore, the founding of international branch campuses by American and European Universities in the various Asian regions have encouraged amore contextually and culturally-based approach to education, thus accrediting students in their fields by internationally-recognized institutions that will hopefully be more likely to stay in their home countries and improve the quality of life and advance economic growth.

Questions to Consider

- 1. Has your country been significantly affected by the emigration of intellectual capital?
- 2. If so, what has your country done to prevent the emigration of intellectual capital?
- Does the amount of educated and skilled people emigrating from your

- country outnumber the amount immigrating to your country?
- 4. What measures can your country take to ensure the preservation of intellectual capital?
- 5. What is the importance of developing partnerships between domestic and foreign universities?
- 6. Does your country provide affordable higher education opportunities to the youth of your country?

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